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THE UNIVERSITY OF LEEDS

INSTITUTE OF EDUCATION

HANDBOOK

1958

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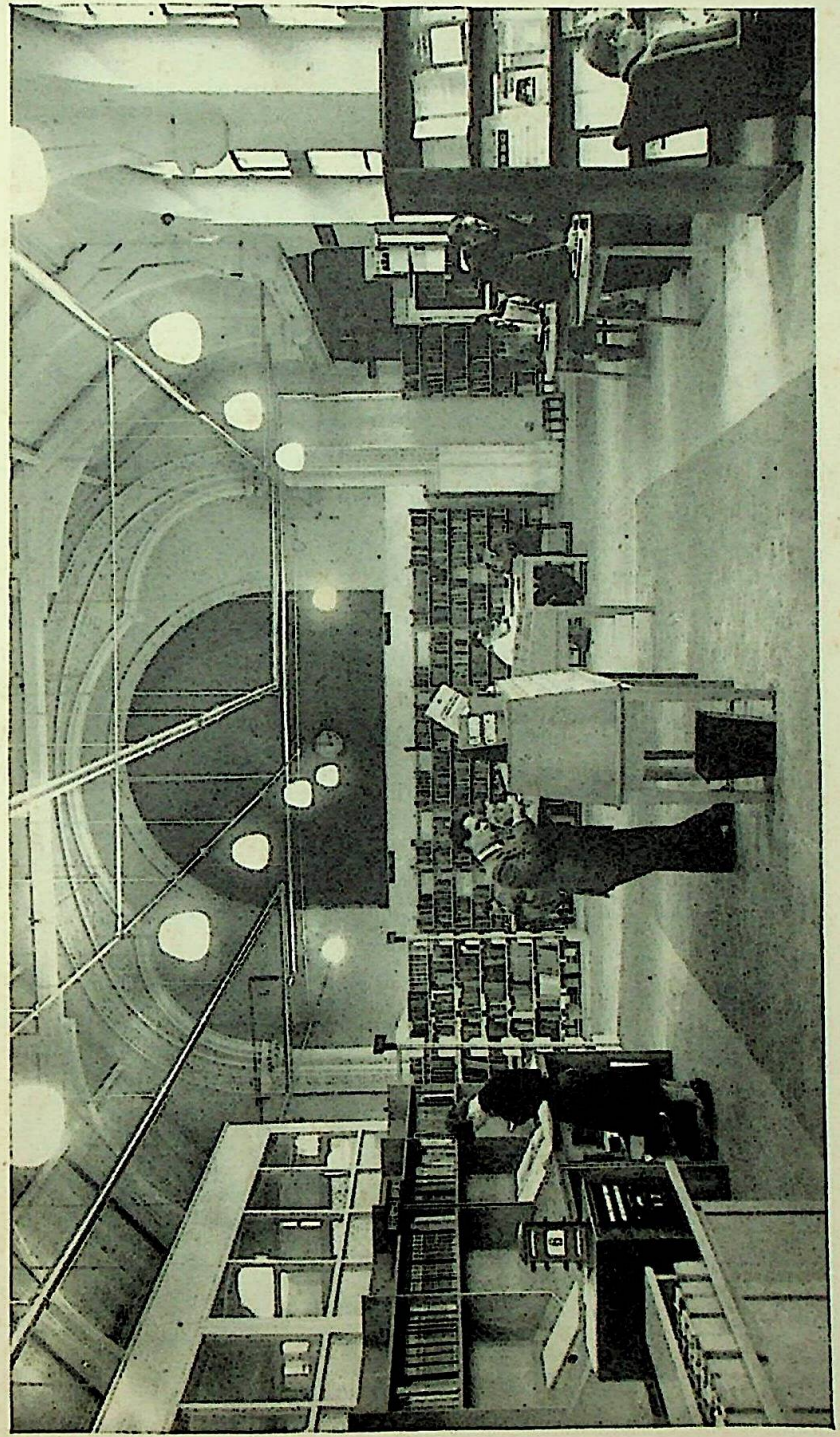

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CONTENTS

	Page
INTRODUCTION	5
ALMANAC	6
THE McNAIR REPORT	9
CONSTITUTION OF THE UNIVERSITY OF LEEDS INSTITUTE OF EDUCATION	12
REGULATIONS FOR THE AWARD OF INITIAL TRAINING QUALIFICATIONS..	20
OFFICERS OF THE UNIVERSITY	27
MEMBERS OF THE INSTITUTE AND ITS COMMITTEES	28
NOTES ON MEMBER INSTITUTIONS AND LOCAL EDUCATION AUTHORITIES ..	48
INITIAL TRAINING COURSES	
One Year Courses	98
Two Year Courses	110
Three Year Courses	212
SUPPLEMENTARY COURSES	240
ADVANCED COURSES	
Diploma in Primary Education	255
Diploma in Secondary Education	257
Diploma in the Education of Backward Children ..	258
Diploma in Physical Education	259
Diploma in Religious Education	260
SHORTER COURSES FOR SERVING TEACHERS	262
LIBRARY	263
RESEARCH	266
PUBLICATIONS	267
PREMISES	268
THE UNIVERSITY MUSEUM OF THE HISTORY OF EDUCATION	269
INDEX	270

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INTRODUCTION

Most of the courses of study organised within the Institute begin in September/October, but the initial training courses provided at Ilkley College of Housecraft and Margaret McMillan Training College begin in January. The courses, therefore, for which syllabuses are given in this handbook, either began in January 1958 or are due to begin in September/October 1958. The twelve-month period covered by the almanac on the pages immediately following is from May 1958 to April 1959.

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The University,
Leeds 2
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ALMANAC

MAY, 1958

5	Monday	Lectures and Courses Committee	
		Ilkley College of Housecraft	Summer Term begins
7	Wednesday	University Senate	
15	Thursday	Professional Committee	
16	Friday	Conference on Attitudes and Standards in Grammar School Education (at Woolley Hall)	
(to 18	Sunday)		
19	Monday	INSTITUTE DAY	
		5-30 p.m.: Mr. Francis Williams: How Important are Newspapers?	
20	Tuesday	Institute Library Committee	
21	Wednesday	University Council and Court	

JUNE

4	Wednesday	University Senate	
18	Wednesday	University Council	
24	Tuesday	Board of the Institute	
27	Friday	Huddersfield Training College	Summer Term ends
28	Saturday	Carnegie College of Physical Education	Summer Term ends
30	Monday	St. John's College, York	Summer Term ends

JULY

2	Wednesday	University Senate	
		City of Leeds Training College	Summer Term ends
4	Friday	University Summer Term ends	
		Leeds College of Art	Summer Term ends
8	Tuesday	North Riding Training College	Summer Term ends
9	Wednesday	Bingley Training College	Summer Term ends
11	Friday	Ripon Training College	Summer Term ends
15	Tuesday	Bretton Hall	Summer Term ends
16	Wednesday	University Council	
		McMillan Training College	Summer Term ends
18	Friday	Yorkshire Training College of Housecraft	Summer Term ends
23	Wednesday	Ilkley College of Housecraft	Summer Term ends
24	Thursday	Examinations Reference Sub-Committee	
		Professional Committee	
		Board of the Institute	

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SEPTEMBER

10	Wednesday	Leeds College of Art	Autumn Term begins
		Ripon Training College	
15	Monday	City of Leeds Training College	Autumn Term begins
		St. John's College, York	
16	Tuesday	McMillan Training College	Autumn Term begins
		North Riding Training College	
17	Wednesday	Bingley Training College	Autumn Term begins
		Carnegie College of Physical Education	
		Leeds College of Art (Teacher Training Department)	
		Yorkshire Training College of Housecraft	
22	Monday	Lectures and Courses Committee	
		Huddersfield Training College	Autumn Term begins
24	Wednesday	Consultative Committee on Secondary Education	

OCTOBER

7	Tuesday	University Autumn Term begins
8	Wednesday	University Senate
17 (to 19 Sunday)	Friday	Conference on Translation (at Woolley Hall)
21	Tuesday	Professional Committee
22	Wednesday	University Council
23	Thursday	5 p.m. INSTITUTE SERVICE At York Minster
28	Tuesday	Executive Committee

NOVEMBER

5	Wednesday	University Senate
19	Wednesday	University Council and Court
27	Thursday	Professional Committee

DECEMBER

3	Wednesday	University Senate	
13	Saturday	McMillan Training College (2nd year)	Autumn Term ends
16	Tuesday	Professional Committee	
		Board of the Institute	
		McMillan Training College (1st year)	Autumn Term ends
		North Riding Training College	
		Yorkshire Training College of Housecraft	
17	Wednesday	University Council	
		Carnegie College of Physical Education	Autumn Term ends
18	Thursday	Bingley Training College	Autumn Term ends
		City of Leeds Training College	
		Ripon Training College	
19	Friday	University Autumn Term ends	
		Huddersfield Training College	Autumn Term ends
		Leeds College of Art	
		St. John's College, York	

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JANUARY

5	Monday	Huddersfield Training College	Spring Term begins
		Leeds College of Art	
6	Tuesday	Yorkshire Training College of Housecraft	Spring Term begins
7	Wednesday	Bingley Training College	Spring Term begins
8	Thursday	Carnegie College of Physical Education	Spring Term begins
		Ripon Training College	
12	Monday	City of Leeds Training College	Spring Term begins
		North Riding Training College	
		St. John's College, York	
13	Tuesday	University Spring Term begins	
		McMillan Training College (2nd year)	Spring Term begins
14	Wednesday	McMillan Training College (1st year)	Spring Term begins
19	Monday	Lectures and Courses Committee	

FEBRUARY

4	Wednesday	University Senate
12	Thursday	Professional Committee
18	Wednesday	University Council
26	Thursday	Executive Committee

MARCH

4	Wednesday	University Senate	
10	Tuesday	Board of the Institute	
18	Wednesday	University Council	
20	Friday	University Spring Term ends	
		Bingley Training College	Spring Term ends
		Carnegie College of Physical Education	
		City of Leeds Training College	
		Huddersfield Training College	
		St. John's College, York	
21	Saturday	North Riding Training College	Spring Term ends
		Ripon Training College	
24	Tuesday	Yorkshire Training College of Housecraft	Spring Term ends
25	Wednesday	Leeds College of Art	Spring Term ends
26	Thursday	McMillan Training College	Spring Term ends

APRIL

6	Monday	Huddersfield Training College	Summer Term begins
8	Wednesday	Leeds College of Art	Summer Term begins
13	Monday	Carnegie College of Physical Education	Summer Term begins
		St. John's College, York	
15	Wednesday	City of Leeds Training College	Summer Term begins
		North Riding Training College	
16	Thursday	Bingley Training College	Summer Term begins
21	Tuesday	University Summer Term begins	
		Ripon Training College	Summer Term begins
22	Wednesday	Yorkshire Training College of Housecraft	Summer Term begins
23	Thursday	McMillan Training College	Summer Term begins

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THE McNAIR REPORT AND THE INSTITUTE OF EDUCATION

It was only with the passing of the Education Act of 1870, which foreshadowed the principle of compulsory education, that there arose any real national awareness of the necessity for the training of teachers in sufficient numbers to cope with increasing and ever-pressing needs. Long before this, however, the churches, themselves the pioneers of popular education, had undertaken through their societies the training of teachers for the schools they conducted, and had received some financial assistance for their school buildings from the Committee of the Privy Council for Education. But it was not until 1890 that the Universities undertook the training of graduates for the teaching profession, and not until 1904 that the first training colleges were opened by local education authorities.

The provision of teacher training in this country was in its beginnings, then, a piecemeal and unpatterned affair. The churches, the universities and the local education authorities all became concerned in the work, but each independently. The only co-ordinating principle was the inspection of the colleges and the examination of their students by the Board of Education whose Certificate qualified the successful candidates for official recognition.

Somewhat before 1930 there was a serious attempt to overcome the lack of co-ordination between the training colleges and their isolation from one another. Joint Examination Boards were set up, on which the Universities were represented, but because of the unequal distribution of colleges and the differing curricula which they offered, these Boards varied considerably in their tasks and in their opportunities for development. Co-ordination extended little beyond the examinations, and the training colleges, justly proud as they were of their success in their mission, often in spite of inadequate equipment and accommodation, were themselves keenly aware that much of positive value would be gained by themselves and the whole educational system by a co-operation which extended beyond common examination arrangements.

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The fundamental importance of teacher-training was brought into even greater prominence by the Education Act of 1944 which raised the school-leaving age to fifteen and established secondary education for all. These two features of the Act, together with the increasing concern to reduce the size of classes and the new ideas about curricula, created a demand for a greater number of recruits to the teaching profession, an improvement in their quality, and frequent opportunities for re-invigoration after training.

The Committee which was set up by the Ministry of Education under the chairmanship of Sir Arnold McNair to "consider the Supply, Recruitment and Training of Teachers and Youth Leaders" issued its report in 1944. What was probably the most far-reaching of the recommendations was the "major constitutional change . . . in the organisation and administration of the education and training of teachers" implied in the abandoning of the system of separate and self-contained training institutions, and the founding of "University Schools of Education". The voluntary acceptance of this recommendation by most Universities, including the University of Leeds, led in the years following 1945 to the foundation of a number of University Schools of Education, or, as they are now called, University Institutes of Education.

Though under this far-reaching scheme University Departments of Education and Training Colleges in the area of the University retain their independence and individuality, all their members of staff have become also members of the Institute and their students students of the Institute. An Institute is a powerful partnership linking the Universities with the Training Colleges and the Local Education Authorities in the work of teacher-training. The Universities have brought their long and great tradition of independence, their experience in research and their high intellectual and cultural standards. The Training Colleges have brought their own traditions and values, their own individual character and reputation which both they and the Institute are concerned to maintain and enhance. The Local Education Authorities have an integral part, too, for the great majority of teachers enter their service and they themselves maintain many training colleges. Both Training Colleges and Local Education Authorities are actively concerned in framing and executing policy through their representatives on Institute Boards and Committees.

In addition to this work with the initial training of teachers, a University Institute of Education has other important functions. It is charged with the duty of planning and carrying out educational investigation and research, and with providing facilities—including "refresher" and advanced courses—for the continued education of teachers in its region. In the words of the McNair Report,

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an Institute should be "so equipped with libraries, conference rooms and other amenities that it becomes the centre of the professional interests of practising teachers in its area, and the place to which Local Education Authorities and other bodies concerned with education will look for accommodation and guidance in the matter of public lectures, conferences, discussion groups, exhibitions and other means of promoting the interests of education."

The Ordinance establishing the University of Leeds Institute of Education was approved by the University Court on 19th May 1948, and on that day the University of Leeds Institute of Education came into being. As the result of the first three years' working, certain minor alterations were proposed by the Board of the Institute, and these were adopted by the Court of the University on 18th July 1951.

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CONSTITUTION
OF THE
UNIVERSITY OF LEEDS INSTITUTE OF EDUCATION

ORDINANCE XXVIII

as revised by the Court of the University, 18th July 1951

1 **Definitions**

"The Institute" means the Institute of Education hereby established.

"The Area" means the area in which the University, through the Institute, will engage in activities relating to the training of teachers.

"The Board" means the Board of the Institute formed in accordance with Articles 6 and 7 hereof.

"The Professional Committee" means the Professional Committee formed in accordance with Articles 6 and 8 hereof.

"Member Training College" means a Training College which is a Constituent Member Institution under Article 3(a) hereof.

2 **Title and Objects**

There shall be an Institute of Education to be known as the University of Leeds Institute of Education the purposes of which shall include the following:

(a) To further and to co-ordinate in the Area the provision for the training of teachers and of others preparing to engage in educational work;

(b) To promote and to provide facilities for study of and research in education;

(c) To act as a centre of discussion and activity for teachers and others concerned with education in the Area;

(d) To perform such other functions as may be approved by the Senate and Council.

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3 Membership

Membership of the Institute shall be both *Institutional* and *Individual*:

(a) The Member Institutions shall be

(i) **Constituent Member Institutions* including:*

The Department of Education, University of Leeds
Bingley Training College
Bretton Hall
Carnegie College of Physical Education
Huddersfield Training College
Ilkley College of Housecraft
The City of Leeds Training College
Leeds College of Art (Teacher Training Department)
Margaret McMillan Training College
North Riding Training College
Ripon Training College
St. John's College, York
The Yorkshire Training College of Housecraft

(ii) **Associated Member Institutions* including:*

The Department of Adult Education and Extra-Mural Studies, University of Leeds
The Department of Paediatrics and Child Health, University of Leeds
The Department of Physical Education, University of Leeds
The Department of Psychology, University of Leeds
The Department of Psychiatry, University of Leeds
Woolley Hall

and such other institutions as may be admitted by the Council on the recommendation of the Board, either as Constituent Members or as Associated Members.

Any Member Institution may be permitted to withdraw from membership upon giving at least two years' notice to the Council and making provision satisfactory to the Board for the completion of the training of Registered Students of the Institute.

(b) The Individual members shall be:

(i) The Director, the Deputy Director, the Secretary and Members of the Academic Staff of the Institute;

(ii) The Principals and Members of the Teaching Staffs of the Member Institutions;

(iii) The Members of the Board and of the Professional Committee, together with

*The above lists represent the position at the time of the publication of this handbook; *i.e.*, account has been taken of all changes and additions which have taken place since 18th July, 1951.

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(iv) Such other individuals as may from time to time be admitted by the Council on the recommendation of the Board.

Individual members shall retain their membership of the Institute only for such time as they continue to hold an appointment in one of the Member Institutions or to be members of the Board or of the Professional Committee or for the term for which they are admitted by the Council as individual members.

Any individual member of the Institute may resign such membership at any time by letter addressed to the Clerk to the Board.

4 Functions

Subject to Article 9 below, the functions of the Institute shall include the following:

(a) To arrange for the co-ordination of training in education over the Area as a whole;

(b) To maintain a register of all students in Member Institutions who are engaged in the study of Education;

(c) To administer schemes drawn up under Regulations to be made by the Board for the award of a Certificate in Education of the Institute or a Graduate Certificate in Education of the Institute to mark the successful completion of a period of initial training in a Member Training College; and to recommend to the Ministry for the award of Qualified Teacher Status:

(i) students from a Member Institution to whom a Certificate in Education has been awarded;

(ii) students from a Member Institution to whom a Graduate Certificate in Education has been awarded;

(iii) students of the University Department of Education who have not qualified for the award of a Graduate Certificate, but who have satisfied the Board (as advised by the Professional Committee) that they are fitted to be allowed to teach;

(d) To administer schemes drawn up under Regulations to be made by the Council for the award of a Diploma of the Institute to mark the successful conclusion of a further period of professional training under the direction of the Institute;

(e) To take over from the "Board for the Final Examination of Students in Training Colleges in Yorkshire" in conjunction with the University of Sheffield and Hull University College, the functions of the said Board, together with the said Board's assets, liabilities and commitments,

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(f) To submit to the Council proposals for a building to be equipped with Libraries, Conference Rooms and other amenities suitable to enable such a building to be a centre of professional interest for persons engaged in educational work within the Area;

(g) To promote consultation in the making of appointments to the staffs of all member institutions;

(h) To promote arrangements for lecturers either from among the staffs of the Member Institutions or otherwise to give lectures, demonstrations, &c., in each or any of the Member Institutions and for that purpose to arrange if necessary with the Member Institutions for the secondment of members of their staffs;

(j) To promote arrangements where desirable for the interchange of teachers between Member Institutions;

(k) To promote arrangements, where desirable, for the interchange of individual students or groups of students between the Member Institutions;

(l) To provide or co-operate in the provision of special courses for students in training dealing with particular aspects of educational work;

(m) To provide or co-operate in the provision of Refresher Courses, Summer Schools and the like for teachers, youth leaders and others;

(n) To encourage co-ordinated investigation into educational problems and to issue publications from time to time on educational matters;

(o) To perform such other functions as may be approved by the Senate and Council.

5 Officers

The Officers shall be:

(a) The Director of the Institute who shall be responsible to the Council for the work of the Institute. He shall be a Professor in the University appointed by the Council after a report from the Board upon such terms and conditions as the Council may determine.

(b) The Deputy Director of the Institute who shall be authorised to act for the Director in the Director's absence and shall generally assist the Director in carrying out his duties. He shall be appointed by the Council after a report from the Board upon such terms and conditions as the Council may determine.

(c) The Secretary of the Institute who shall be its executive officer and shall carry out such duties as may from time

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to time be assigned to him by the Director. He shall be appointed by the Council after a report from the Board upon such terms and conditions as the Council may determine.

(d) The Clerk to the Board who shall be the Registrar of the University.

(e) The Financial Officer to the Board who shall be the Bursar of the University.

6 Government

The Government of the Institute shall, subject to Article 9 hereof, be effected by means of the Board and of the Professional Committee.

7 The Board of the Institute

(a) The Board shall consist of the following members:

(i) The Pro-Chancellor *ex officio*;

(ii) The Vice-Chancellor of the University who shall be *ex officio* Chairman;

(iii) The Chairman of the Finance Committee of the Council *ex officio*;

(iv) The Director and the Deputy Director of the Institute *ex officio*;

(v) The Principals of the Member Training Colleges, the Vice-Principals of mixed Member Training Colleges, the Principals of Associated Member Institutions and the Head of the University Department of Education, *ex officio*, together with one other member of the staff of the University Department of Education nominated by the Head of that Department;

(vi) One representative of each of the following Local Education Authorities:

Bradford	Wakefield
Dewsbury	York
Halifax	Yorkshire (West Riding)
Huddersfield	Yorkshire (North Riding)
Leeds	

(vii) One representative of each Member Training College, to be nominated by the Governing Body of the Training College;

(viii) Ten members of the academic staff of the University appointed by the Senate;

(ix) Such other persons, not exceeding twelve in number, as the Council may from time to time appoint after report from the Board; of these not more than eight shall be teachers in schools.

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(b) Members other than *ex officio* members, shall hold office for three years and shall be eligible for re-appointment.

(c) Two assessors appointed by the Minister of Education shall be invited to attend each meeting of the Board.

(d) The Board shall meet at least twice a year.

(e) The Board shall have the following powers:

(i) To recommend to the Senate and the Council the appointment or removal of the Director, the Deputy Director and the Secretary of the Institute;

(ii) To nominate, on the recommendation of the Professional Committee, Internal Examiners for appointment by the Senate and External Examiners for appointment by the Council;

(iii) To make regulations for any purpose for which regulations are or may be authorised to be made hereunder and to amend, vary or cancel such regulations from time to time;

(iv) To control and direct the work of the Institute in accordance with the objects and functions set out in Articles 2 and 4 hereof;

(v) To consider and report to the Council upon

(a) all projects of the Institute involving finance, accounts, investments or the use or disposal of property;

(b) the buildings, premises, furniture and apparatus and other matters needed for carrying on the work of the Institute;

(vi) To give directions to the Professional Committee and, in particular, to approve, amend, refer back or reject any act or decision of the Professional Committee;

(vii) To appoint such Committees or Sub-Committees as may be deemed necessary;

(viii) To prescribe the mode of conducting the proceedings of the Board and the Professional Committee.

(f) The Minutes of all meetings of the Board shall be submitted to the Senate and to the Council and the Board shall also furnish such other information relating to its proceedings and actions as may from time to time be required by the Senate or the Council.

8 The Professional Committee

(a) The Professional Committee shall consist of the following members:

(i) The Vice-Chancellor *ex officio*;

(ii) The Director of the Institute who shall be Chairman *ex officio*;

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(iii) The Deputy Director of the Institute *ex officio*;

(iv) The Principals of the Member Training Colleges, the Vice-Principals of mixed Member Training Colleges and the Head of the University Department of Education *ex officio*, together with one other member of the staff of the University Department of Education nominated by the Head of that Department;

(v) Four members of the academic staff of the University appointed by the Senate;

(vi) One member of the staff (not the Principal or Head) of each Constituent Member Institution to be appointed by the Board on the recommendation of the staff of that Institution;

(vii) One member of the staff of the Institute (not the Director or the Deputy Director) to be appointed by the Board on the recommendation of the staff of the Institute;

(viii) Two members nominated by the Yorkshire Association of Education Officers;

(ix) Such other persons, not exceeding six in number as may be appointed by the Board from time to time; of these not more than four may be teachers in schools.

(b) Members other than *ex officio* members will hold office for three years and will be eligible for re-appointment.

(c) Two assessors appointed by the Minister of Education shall be invited to attend each meeting of the Committee.

(d) The Professional Committee shall have the following powers:

(i) To direct the co-ordinating work of the Institute so far as this relates to instruction and education within the Area;

(ii) To administer schemes for the award of Certificates in Education and for the recommendation of students to the Ministry of Education for the award of Qualified Teacher Status as provided in Article 4(c) above;

(iii) To administer schemes for the award of Diplomas as provided in Article 4(d) above;

(iv) To recommend persons for appointment as Internal Examiners;

(v) To recommend persons for appointment as External Examiners;

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(vi) To report on any matter referred or delegated to it by the Board;

(vii) To appoint such Boards of Studies, Committees and Panels as may be deemed necessary.

The Minutes of all meetings of the Professional Committee shall be submitted to the Board and the Professional Committee shall also furnish such other information relating to its proceedings and actions as may from time to time be required by the Board.

9 Control

The Board of the Institute shall be responsible to the Senate and the Council of the University for the administration and finance of the Institute and the Senate and the Council shall have the power to approve, amend, refer back or reject any act of the Board and to give direction to the Board, provided always that due regard is paid to the internal autonomy of the Member Institutions.

The acts of the Board or of the Professional Committee shall not be invalidated by reason of any vacancy among the respective members.

10 Dissolution

The University, after giving not less than two years' notice of its intention, may dissolve the Institute of Education and in that event the premises, equipment and all assets of the Institute shall be the property of the University who shall discharge the liabilities in connection therewith and the premises, equipment and all assets of the Member Training Colleges shall be the property of the respective Training Colleges, who shall respectively discharge the liabilities in connection therewith.

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REGULATIONS
FOR THE AWARD OF
INITIAL TRAINING QUALIFICATIONS
OF THE
UNIVERSITY OF LEEDS INSTITUTE OF EDUCATION

NOTES

(a) The award of an initial training qualification should be distinguished from the award of Qualified Teacher status. It is sometimes possible for candidates to be recognised by the Ministry of Education as Qualified Teachers, even though they do not reach the standard required for the award of an initial training qualification of the University of Leeds Institute of Education. On the other hand, although holders of initial training qualifications of an Area Training Organisation such as the Leeds Institute are normally recognised as Qualified Teachers, reference to the Ministry is sometimes necessary before a student is admitted to training, particularly if he seeks admission to a one-year course, in order to determine whether Qualified Teacher status will in fact be awarded.

(b) Regulations for the award of Diplomas of the Institute to mark the successful conclusion of a further period of training are given on pages 250 and following.

General Conditions for the award of an Initial Training Qualification

1 Candidates for the award of an Initial Training Qualification of the University of Leeds Institute of Education must

(a) complete an approved initial training course within a constituent college of the Institute;*

(b) reach a prescribed standard in each of the subjects presented for examination;

(c) reach a prescribed standard (higher than that under (b) above) in their work as a whole.

*I.e., it is not possible for the Institute's initial training qualifications to be obtained externally.

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2 Candidates for an initial training qualification of the Institute may not, except with the approval of the Institute, take any examinations other than Institute examinations during their course of training.

Titles of Initial Training Qualifications

3 The title of the qualification awarded to students successfully completing an approved initial training course shall be the Certificate in Education of the Institute, except that

(a) Graduate students shall be awarded a Graduate Certificate in Education of the Institute;

(b) Students who have followed the one-year course at the Leeds College of Art for holders of the N.D.D. or an equivalent qualification, shall be awarded the Art Teacher's Certificate of the Institute.

Admission to Initial Training Courses

4 (a) Applicants for admission to two- or three-year initial training courses must normally possess one of the qualifications specified in Schedule II to the Ministry of Education's Training of Teachers Grant Regulations, 1955, or a qualification which has been accepted by the Board of the Institute as equivalent.

(A list of qualifications which have been accepted by the Board of the Institute in this way is given in Schedule A to these Regulations.)

(b) Applicants not satisfying the above requirements may be admitted to initial training courses within the Institute only by special resolution of the Board of the Institute on the recommendation of the Professional Committee.

5 (a) Applicants for admission to one-year initial training courses must normally be graduates or possess appropriate specialist qualifications of high standard.*

(b) Applicants who do not clearly satisfy the above requirements may be admitted to one-year initial training courses within the Institute only by special resolution of the Board of the Institute on the recommendation of the Professional Committee.

*Applicants for admission to one-year initial training courses who wish to obtain Qualified Teacher status should note that the Regulations of the Ministry of Education require the Institute's specific approval of admission to one-year courses of candidates not in possession of a degree of a British University.

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Content and length of Initial Training Courses

6 Two- or three-year initial training courses provided in constituent colleges of the Institute include

(a) a study of the following:

The principles and practice of education
Religious education*
Spoken and written English
One subject, chosen primarily for the personal education of the student, pursued as far as his/her capabilities allow
One or more subjects studied with emphasis upon relevance to school work

(b) sixty full days, or the equivalent, of teaching practice in schools.

7 One-year initial training courses provided in constituent colleges of the Institute normally include the same subject-study and teaching practice as specified in Regulation 6 for two- and three-year courses, graduates being exempted from the study of spoken and written English, and of the special subject chosen primarily for the student's personal education.

8 (a) Absences through sickness or other approved reasons amounting in all to a whole term in the case of two- or three-year students, and to half a term in the case of one-year students, may be disregarded in determining whether candidates for initial training qualifications of the Institute have completed an approved initial training course for the purpose of Regulation 1(a).

(b) The cases of students absent for periods longer than those mentioned in (a) will be considered individually.

Entry for Examination

9 The Secretary of the Institute shall send to all constituent colleges within two months of the beginning of the first term of the college year forms on which shall be entered the names of all students presenting themselves for the award of an initial training qualification during that year, together with details of the individual subjects to be presented by each student. The authorities of each college shall return the completed forms to the Secretary of the Institute within one month of the beginning of the second term of the college year.

*Students shall be entitled, to exemption from the study of this subject on conscientious grounds.

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Timetable of Examination Arrangements

10 The written part of the Certificate examinations will normally be held towards the end of the third term of the college year.

11 Practical examinations, inspections of course work, etc., will normally be held during the third term of the college year, except that, in two- or three-year courses of training, the final assessment of practical treaching will normally take place during the second term of the year.

Marks of Merit

12 Distinction may be awarded in the examination as a whole, but not in individual subjects, except as may be prescribed in particular cases.

Aegrotat

13 A candidate who is prevented by ill-health from completing a final examination may be allowed a pass in the examination as a whole or in the subject or subjects for which he/she did not appear for examination provided that

(a) A report is received from the Principal of the College concerned certifying that the candidate had made satisfactory progress in the course and would normally have passed in the examination as a whole, or in the subject or subjects for which he/she did not appear for examination;

(b) A medical certificate is received to the effect that the candidate was prevented by ill-health from taking the examination in the subject or subjects concerned;

(c) Where a candidate has been absent from one paper in a subject in which two or more papers are set, the examiners in that subject will recommend whether a pass or an aegrotat pass should be awarded;

(d) An aegrotat certificate will not normally contain any mark of merit.

Notification of Results

14 Lists of successful candidates arranged in alphabetical order for each college will be published not later than August in the case of courses ending with the summer term, and 1st January in the case of courses ending in December.

These lists will show the standard achieved in individual subjects, together with any mark of merit awarded.

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Re-examination

15 (a) Candidates who fail to complete their course of training successfully may not normally

(i) present themselves for re-examination on more than two occasions;

(ii) present themselves for re-examination after more than two sessions have elapsed after the conclusion of the course of training.

(b) Candidates who satisfy condition (b) of Regulation 1 (standard in individual subjects), but fail to satisfy condition (c) (standard of work as a whole), shall be required to be examined again in such one or more subjects as the Professional Committee may determine. For a pass in their re-examination the candidates shall be required to gain such marks in this subject (or subjects) as, combined with the marks previously obtained in the subjects carried forward, will enable them to reach the standard necessary for a pass in their work as a whole.

(c) Candidates who fail to satisfy condition (b) of Regulation 1 (standard in individual subjects) and therefore also fail to satisfy condition (c) (standard of work as a whole), shall be required to be examined again in the subject or subjects in which they failed. In the case of candidates who fail in three individual subjects, the Board of the Institute shall decide, on the recommendation of the Professional Committee, whether they shall also be required to be re-examined in their whole work again.

(d) Candidates who are required to be re-examined in their whole work again must normally be re-examined in practical subjects, even though they may have previously passed in such subjects.

(e) Candidates who are required to be re-examined in Practical Teaching shall not be eligible for re-examination in that subject until they have had further experience in practical teaching as may be prescribed.

(f) The re-examination of ex-students shall normally take place at their respective colleges or at the nearest constituent college.

(g) The syllabus for the re-examination of ex-students shall normally be the same as that for their original examination.

Fees

16 The fee for each candidate is as specified in Schedule B of these regulations.

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Entry fees shall normally be remitted to the University in one sum by the authorities of each college within one month of the beginning of the second term of the particular college year.

Refund of Fees

17 No entry fee that has been paid by or on behalf of a candidate who does not take the examination shall be refunded, unless the authorities of the college concerned recommend, and the Director of the Institute agrees, that such action should be taken.

Schedule A

(Regulation 4(a))

Examination qualifications for candidates seeking admission to Training Colleges, accepted by the Board of the Institute as equivalent to those listed in Schedule II to the Ministry of Education's Training of Teachers Grant Regulations (1955)

1 The ordinary Matriculation Examination of any University in England or Wales;

The Forces' Preliminary Examination;

The Senior Leaving Certificate of the Scottish Education Department;

The School Leaving Certificate of Northern Ireland;

The School Leaving Certificate of Eire, if

either

the candidate has at one examination passed in five subjects, of which English must be one, and of which two must be passes at honours standard

or

in the case of a Certificate gained since 1942,

the candidate has passed in five subjects, provided these include English, Mathematics and a modern language

2 Any combination of successes in School Certificate, Higher School Certificate, and General Certificate of Education examinations, which would produce the number and level of passes required under paragraph 2 of Schedule II to the Ministry of Education's Training of Teachers Grant Regulations, 1955, (*i.e.*, that relating to passes in General Certificate of Education examinations), if the following scale of equivalence were adopted:

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Successes at credit level in School Certificate or at subsidiary level in Higher School Certificate to be regarded as equivalent to General Certificate of Education passes at O level

Successes at principal level in Higher School Certificate to be regarded as equivalent to General Certificate of Education passes at A level

Schedule B

(Regulation 16)

Candidates' Examination Fees

	£	s.	d.
First Occasion of Examination—			
Two-year courses	7	0	0
Three-year courses in Housecraft .. .. (Divided in the case of the Yorkshire Training College of Housecraft: 2nd year, £2; 3rd year, £5 10s.)	7	10	0
Three-year integrated course in Science .. (2nd year, £7; 3rd year, £4)	11	0	0
One-year courses			
Music course at Bretton Hall	6	0	0
All other one-year courses (both initial and supplementary)	4	0	0
Re-examination			
Complete re-examination in all courses	The fee paid originally		
Re-examination in individual sections of work: per section	1	10	0 (up to a maximum of the full fee paid originally)

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DEPARTMENT OF EDUCATION

As a result of the recommendations of the Cross Commission of 1888, the Council of the Yorkshire College, a constituent member of the Victoria University, was invited in October 1891 by the Government to establish a Department of Education. The Department opened with seven men students, and when in 1896 numbers had increased to over 40, women students were admitted.

In 1904, the Yorkshire College obtained its Charter as the University of Leeds and it was now possible to limit admission to candidates who had matriculated and were prepared to read for a degree.

The normal training was for three years, and those reading for a Pass degree took the Theory and History of Education as a degree subject. Those who were selected for an Honours course took Education as an additional subject.

The change over from the pupil-teacher system and the growing demand for trained teachers, a result of the Education Act of 1902, produced a marked increase in the number of students in training. The annual intake now became 50; a total of 150 for the three years of training.

In 1919 the three-year system of training was replaced by a four-year course (three years for a degree and one for professional training). In addition, the number of students reading for higher degrees (the M.A. in Education and the newly established M.Ed.) steadily increased.

The four-year system continued until the session 1950-51 when the Ministry of Education abolished the four-year grant scheme. In future the Department was to admit only graduate students who would take a one-year course of training.

In October 1950 the Ordinance for the M.Ed. degree was revised and Education ceased to be a subject for the M.A degree.

The Education Department was originally housed in the main building of the University, but with the increase in the number of staff and students more accommodation was necessary and the Department was moved to a house in De Grey Terrace (a

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site now occupied by the Brotherton Library and the Chemistry Department). In 1924, a temporary building was erected for the Department on the site of the present Physics Department, but the University's new building scheme made it necessary to move the Department once again, and accommodation was provided in Beech Grove House, its present quarters. The first Professor of Education was James Welton and he was followed in succession by Professors John Strong in 1919, Frank Smith in 1933, and W. R. Niblett in 1947. In 1948, when the Institute of Education came into being, Professor Niblett held the dual post of Director of the Institute and Head of the Education Department, but in 1949 the two posts were separated and Professor R. N. Armfelt held the Headship of the Department until his death in December 1955.

At present, the Department has a teaching staff of 17. There are 134 students doing their post-graduate year of professional study and 42 reading for higher degrees in Education.

Professors of Education

Director of the Institute W. R. NIBLETT B.A B.LITT

Head of the Department WILLIAM WALSH M.A

Reader in Education

S. J. CURTIS T.D. M.A PH.D (to 30.9.58)

Senior Lecturer in Education

Miss M. E. A. BOULTWOOD M.A

Lecturers in Education

Miss E. M. BOSWORTH M.A
D. G. BURNS M.A
L. CONNELL M.SC
Mrs. M. A. CRUICKSHANK M.A PH.D
Miss M. S. HEWITT B.SC
A. LAING M.A ED.B
Miss A. J. MARTIN A.R.C.A
L. F. NEAL B.A
A. K. C. OTTAWAY M.A B.SC A.R.C.S
R. T. H. STEVENS M.LITT M.A (from 1.10.58)
W. E. TATE B.LITT F.S.A
W. B. THOMPSON B.A
Miss S. A. WALLBANK B.SC

Lecturer in Speech Education

A. WISE *Diploma Central School of Speech and Drama, London Diploma in Dramatic Art*

Part-Time Assistant

S. KNIVETON

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BINGLEY TRAINING COLLEGE

In October 1911 the West Riding County Council opened its first Training College at Bingley. The project arose from the need for more training facilities for teachers in Public Elementary Schools. The buildings as they stand, the vivid first prospectuses and the early annual reports of the Education Committee show a generous vision of how that need should be met.

The site, one of several considered, is on the edge of the moors above the town of Bingley, and the College commands a view across Airedale to the hills of the Yorkshire and Lancashire borders. This view, different from every Hall of Residence, but a common memory for all who have lived in the College, has, as the founders hoped, shaped its traditions. The location of the College has affected its history in other ways: the distance from the West Riding County Hall at Wakefield, from Bradford, from Leeds and the University of Leeds, and from schools for teaching practice, has created problems; the favourable situation for the study of biology and geography, and for the growth of a vigorous social life within the college, has created opportunities.

The founders intended that the way of living and learning should be as spacious as the view. Even to-day, the teaching block is, in the main, adequate for a modern curriculum. In the Halls of Residence, lofty rooms, wide doors and corridors give a sense of space, and the original plan, by which each student had a study bedroom and each Hall ample common rooms, gave the students room to live graciously. A few of the study bedrooms have now been furnished as double rooms, in order to increase the number of resident students by 20, and there are also some non-resident students.

In other ways there has been considerable continuity of tradition, although the College has already known seven Principals, Dr. Helen Wodehouse (1911-1919), Miss Mary Lilley (1920), who died in her first year, Miss E. H. Spalding (1921-1932), Dr. Frances Consitt (1933-1938), Miss Catherine Fletcher (1939-1946), Miss Helen M. Duncan (1947-1953) and Miss E. A. M. Maxwell (1955—). Throughout its history the main work of the College has been to provide a two-year course for students training to teach in Infant, Junior and Secondary Schools, and to offer individual students a wide choice of subjects at different levels within the course. To supplement this, students are encouraged to attend

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concerts and lectures and to join in other cultural and social activities in Bradford, Leeds, York, and elsewhere. There is also a supplementary course in mathematics for experienced teachers.

The link between the West Riding County Council and the College is a Governing Body, which is a Sub-Committee of the Further Education Committee of the County Council. The Governing Body includes representatives of the University of Leeds, and co-opted members.

Principal

Miss E. A. M. MAXWELL M.A F.R.G.S

Vice-Principal

Miss E. M. GOODJOHN B.A B.SC

Principal Lecturer

Miss M. E. TODD B.A

Senior Lecturers

W. CAMPBELL *Board of Education Teacher's Certificate*
Miss J. A. HIND *University of London Teacher's Certificate* (*Domestic Subjects*)
Miss O. E. HUNTER *Diploma in Physical Education*
J. B. LONG B.A
Miss C. R. MARSHALL B.SC
Miss E. MILES L.R.A.M A.R.C.M *Board of Education Teacher's Certificate*
Miss F. P. NEILL D.A
Miss E. SHAW *Board of Education Teacher's Certificate*

Lecturers

Miss S. P. EMERY M.B.E S.TH
Miss I. K. FARDON *Diploma in Physical Education*
S. T. GERDES A.T.D
K. G. GLAISTER B.SC
Miss W. H. GROSSET M.A N.F.F
Miss M. A. D. LINDSAY M.A
Miss E. A. LYLE M.A
Miss K. M. MAHONEY B.A *Board of Education Teacher's Certificate, Diploma in Secondary Education*
Miss D. PRATT B.A *Diploma in Educational Psychology*
W. WALKER B.SC

Part-time Lecturers

E. E. DODD M.A
T. DODGSON M.B.E
Mrs. B. A. HALL A.L.A.M L.T.C.L L.G.S.M
Miss D. E. MCBRIDE *Honours Diploma, Ginner Mawer School of Dance*
Mrs. D. MOUNTAIN L.R.A.M A.R.C.M

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BRETTON HALL

Bretton Hall, the seat of the Allendale family for some 200 years was acquired by the West Riding County Council in 1948, and opened in the September of the following year as a training college for teachers of the Arts. It is a spacious mansion surrounded by its own estate of gardens, lakes and woodland, and the conversion and extension of the buildings have been planned as far as possible in keeping with the original architectural and artistic conception. A music block, craft rooms and more recently a new hall have been added. There is, at present, accommodation for about 150 students.

The College aims at providing for intending teachers a training in Music, Art and Craft, or Drama and encourages an appreciation of the place of the Arts in education and in schools. Although every teacher who leaves it will have had special experience and training either in Music, or Art and Craft, or Drama, it is not intended that the College shall produce specialists in one subject only, but that each teacher leaving the College shall be acquainted at first hand and from experience with an arts subject other than that on which he has concentrated, and that he shall have learned from teaching and experience something of the way in which Music, Art and Drama may be integrated and of their combined effect on the developing child.

In the session 1958-59 the College will offer the following courses:

(a) A two-year course for students who have shown special ability in one or more of the Arts during their careers at school or elsewhere, and who wish to make their main contribution to teaching through Music or Art and Craft* or Drama

Students may prepare to work in either Secondary or Junior Schools; those choosing the latter take a more general course while still retaining a bias towards their own Art.

(b) A one-year course for students who already have approved qualifications in Music and who wish to acquire the status of Qualified Teacher

All students are encouraged to participate fully in the life of the community and to join in the activities organised by the Students' Society.

*Selected students may concentrate on Needlecraft.

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Principal

J. F. FRIEND M.A B.SC

Vice-Principal

Miss M. DUNN *Dartford Diploma in Physical Education*

Principal Lecturer

C. W. GOOD M.A

Senior Lecturers

R. L. BEST M.A
Miss D. M. BIRD M.LITT MUS.B L.R.A.M
Mrs. M. T. FLEMING M.ED
T. OLIVE A.R.C.A
F. M. ROSE M.A L.R.A.M

Lecturers

Mrs. M. H. ATKINSON A.T.D
G. F. CURL *Carnegie Diploma in Physical Education*
R. E. C. HAZELL A.T.D
Miss C. A. HINSON B.A
Miss ANNE HOLTON A.R.C.M
B. LONGTHORNE F.R.C.O L.R.A.M A.R.C.M

Part-Time Lecturers

D. ADAMS
D. E. CAULTON B.SC
Miss M. M. JOWETT B.A
Miss N. LAMBOURNE
C. SMITH
K. SWALLOW A.R.M.C.M
Miss A. B. WILSON N.D.D

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CARNEGIE COLLEGE OF PHYSICAL EDUCATION

Education authorities and governing bodies have provided many schools with playing fields, gymnasia and swimming facilities; but up to 1932 attempts to establish in England a specialist college of physical education for men teachers who would be well qualified to organise boys' physical activities met with only partial success.

The need however was brought to the notice of the Carnegie United Kingdom Trust. Representatives of the Schools, the Board of Education and of the Carnegie Trustees met to discuss the problem and the Trust generously agreed to defray the capital cost of building a college. Leeds was regarded as the most convenient centre and the offer of a site by the city authorities enabled Carnegie Physical Training College (now Carnegie College of Physical Education) to open in 1933, the City of Leeds Further Education Sub-Committee acting as the governing body.

Assistance in the foundation of the college was given by an advisory committee, constituted by representatives of many bodies concerned with education. The Carnegie Trustees provided the chairman; the Ministry (then the Board) of Education was represented; there were members from the County Councils Association, the Association of Municipal Corporations, the London County Council and the Association of Secretaries and Directors of Education. The Leeds Education Authority, the University of Leeds, the Head Masters' Conference and various national Teachers' Associations were also represented. In 1937 a further generous grant from the Trustees led to the building of an additional gymnasium, a remedial gymnasium, a lecture-room and a training stadium for athletics. In 1948 the College was admitted to associate membership of the Institute and in 1955 was granted constituent membership.

A one year course of instruction is offered for students wishing to specialise in physical activities. The syllabus of work includes the organisation of physical education and the theory and practice of games, gymnastics, athletics and swimming. The College is particularly fortunate in its association with the University School of Medicine, and students attend lectures in Anatomy and Physiology given by members of the University staff. Remedial exercise, health education and open-air pursuits are included in the course and visiting staff assist in the coaching of games, fencing, national dancing and other activities. Both serving teachers and students from universities and training colleges are eligible for admission. Graduate students who do not hold a teaching qualification are

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able to attend a course in the principles and practice of education, leading to a Graduate Certificate in Education.

In 1956, in association with the Institute of Education, an Advanced Course was established, the Principal acting as the Director of Studies. This is open to experienced teachers, lecturers and others who already hold a first diploma in physical education. Part of the course is undertaken at the College and part at the Institute or in the University Departments of Education, Physical Education, Psychology, and (in appropriate cases) in the Departments of Anatomy and Physiology.

Principal

E. O. BOUFFLER *Diploma, Carnegie College of Physical Education*

Principal Lecturer

J. H. DODD *Diploma (in Physical Education), The University of Leeds Institute of Education; Diploma, Carnegie College of Physical Education*

Senior Lecturers

J. W. ARMSTRONG B.A *Diploma, Carnegie College of Physical Education*
S. BEAUMONT *Diploma of Loughborough College*
D. M. SCOTT M.C *Diploma, Scottish School of Physical Education*

Lecturers

D. W. BRAILSFORD M.A M.ED
J. S. CALVERT B.A
L. F. REID *Diploma in Physical Education*
A. G. L. VENTRE *Diploma, Carnegie College of Physical Education*

Part-Time Lecturers

Professor A. DURWARD and members of staff of the University Department of Anatomy

Professor A. HEMINGWAY and members of staff of the University Department of Physiology

G. N. WESTGARTH M.A M.ED PH.D and other members of the City of Leeds Training College staff

Visiting Staff

Fencing and various outdoor pursuits are encouraged by visiting staff who are specialists in these activities.

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HUDDERSFIELD TRAINING COLLEGE

The Huddersfield Training College for Technical Teachers, founded in 1947 by the Ministry of Education in conjunction with the Huddersfield Local Education Authority, was the third of such institutions to be established, its predecessors being the Colleges at Bolton and London. These Colleges were at first administered under the Emergency Training Regulations, although from the outset they were intended to be permanent establishments.

Their essential purpose is to provide a course of teacher-training for mature students who, after the acquisition of high technological qualifications and varied industrial experience, have decided to turn to teaching in Technical Colleges and Secondary Technical Schools as a permanent career. In the past such aspirants reached the staffs of these institutions without any opportunity to receive instruction in the theory and practice of teaching. In addition to this main commitment, which may be considerably widened, a separate course of training is provided for students to be trained specifically for work in Day Continuation Schools and County Colleges.

The Governing Body of the Huddersfield College is composed of members of the Huddersfield Education Committee, the Yorkshire Council for Further Education and the Institute.

Students accepted for training must be over 25 years of age, and must have adequate technical qualifications, together with varied and responsible experience in commerce or industry. Students specialise in Commercial Subjects, Building and Engineering, Science, Textiles, and Tailoring.

The course begins each year in September and ends in early July of the following year and consists of six months of study in the College, which is being transferred into the first instalment of the new College buildings, and of three months' teaching practice in Technical Colleges as far north as Gateshead and as far south as Rugby. As the students who enter the College are already highly qualified in their technical subjects, the course concentrates on the study of general principles and a very large element of special method; there are also courses in the history and administration of education and, for those whose general academic background is limited, in English Language and Literature.

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The living accommodation of the students consists of five hostels in the Edgerton district of Huddersfield. The main lecture room accommodation, the library, laboratory and craftwork rooms will now be housed in the new premises on Holly Bank Road, and it is hoped work will soon commence on the remaining lecture rooms, administrative block and hostels to make a self-contained institution.

Director

A. MACLENNAN B.SC

Deputy Director

F. ELLIOTT M.ED B.SC A.K.C

Senior Lecturers

R. A. EVANS B.A

J. A. LAWTON M.A B.SC M.ED

G. B. PARSONS A.M.I.PROD.E

J. F. SPENCER B.COM A.C.I.S

J. F. TOPPING M.A M.COM

Lecturers

J. PRATT

DOROTHY COMLEY

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ILKLEY COLLEGE OF HOUSECRAFT

Ilkley College of Housecraft is one of the three specialist colleges opened by the West Riding County Council since the war.

The college is housed in what was the Wells House Hydro, situated on the edge of Ilkley Moor. The first forty students were admitted in January 1952, and the numbers have gradually increased as new buildings have become available. A large house, very near the College, holds twenty-four students, and the College can now accommodate a maximum of one hundred and sixty-eight resident students.

The academic year runs from January to December, and all students take a three year course. The expressed aim of this course is to produce teachers of Housecraft who will be able to introduce their subjects into the schools as an art rather than as a science, and the bias throughout the training is towards art and design in the home. The College buildings and setting possess a graciousness and a dignity which should encourage genuine aesthetic appreciation, and the valuable contribution which well-chosen furniture and equipment can make towards the unconscious education provided by the environment has been fully recognised.

The work throughout is closely integrated, not only on the practical side, but also in English, Education and Social Studies, and the basic course in combined Housecraft covers all the three years of training. In her third year, each student takes an individual topic linked in some way with Housecraft and develops it as she chooses, following up particularly its aesthetic possibilities.

One year Supplementary Courses in Housecraft and Needlework for experienced teachers are also provided, these students being non-resident.

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Principal

Miss E. M. GLEN *Combined Domestic Subjects Diploma*

Vice-Principal

Miss P. ROYSTON B.A M.ED

Principal Lecturer

Miss E. M. POTTS *Domestic Subjects Teacher's Certificate*

Senior Lecturers

Miss M. ANDREWS B.SC

Miss H. BUTCHER A.R.C.A

Miss D. H. EVANS M.A

Miss E. L. EVANS B.A

Miss M. W. GRIMWADE *Combined Domestic Subjects Diploma, Advanced Cookery and Confectionery Certificates*

Mrs. H. LEE *Combined Domestic Subjects Diploma*

Miss B. J. NEALE *Combined Domestic Subjects Diploma*

Lecturers

Miss J. ARMSTRONG *Combined Domestic Subjects Diploma, Edinburgh Dietetics Diploma*

Miss S. L. CLARK *Domestic Subjects Teacher's Certificate*

Miss E. HOWSON *Domestic Subjects Teacher's Certificate*

Mrs. B. S. JONES *Combined Domestic Subjects Diploma*

Miss L. M. L'ESTRANGE *Domestic Subjects Teacher's Certificate*

Miss G. PARKINSON *Domestic Subjects Teacher's Certificate*.

Miss P. SHARPLES *Domestic Subjects Teacher's Certificate*

Part-Time Lecturers

Mrs. A. M. BISHOP M.A

Mrs. B. M. NEVIN A.T.D

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CITY OF LEEDS TRAINING COLLEGE

The City of Leeds Training College was founded by the Leeds Education Committee in 1907, and opened with 142 students in the building now known as the Harewood Barracks. During the period preceding the occupation of the present premises at Beckett Park the College had to move several times, the last temporary home being the present Kirkstall Road School. Meanwhile a number of houses in different parts of the city had been used as hostels. A site of 96 acres had been purchased for the permanent buildings of the College, and these were opened officially on June 13th, 1910 by the Rt. Hon. J. A. Pease, President of the Board of Education.

The buildings at that time were substantially as they are to-day, apart from the Carnegie College of Physical Education which opened in 1933. The site comprised a substantial part of the grounds of Kirkstall Grange, which continues in use as one of the nine halls of residence which are located on the college estate.

During the war of 1914-18 the College became a large military hospital, and the students were dispersed among various buildings in the city, although it was possible to retain some premises at Beckett Park. The College remained in military occupation until Midsummer 1920, and it was not until 1924 that all the students could return. Wounded soldiers were still housed at Beckett Park until 1927 when they were transferred to the new hospital at Gledhow.

The College buildings were again requisitioned by the military authorities in 1939, on the day on which war was declared, and from September 1939 to December 1945 the College carried on its work in temporary premises in Scarborough, where it occupied a number of hotels as halls of residence, and a building known as High Cliff for lecture rooms and administration. In spite of the difficulties involved, about 1,000 trained teachers were sent out during the war period, although most of the men, whose numbers sank to about 70 during the later stages, went straight to the Forces when they completed their courses.

The premises at Beckett Park provide residential accommodation for 470 men and women students of the Training College and 60 men students of the Carnegie College of Physical Education which shares the site. The Training College is one of the largest in

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England, and is co-educational in principle and organisation. All students are resident. The College is maintained by the Leeds Education Committee, but students are admitted from all parts of the country. Although the College is undenominational, there is a vigorous religious element in the corporate life and religious knowledge is a regular part of the curriculum. Students are trained for work in infant, junior and secondary modern schools. Courses are provided in the following fields of study:

Principles and Practice of Education, Religious Knowledge, Physical Training and Health Education, English, History, Geography, Mathematics, General Science, Biology, Rural Studies, Art and Craft (including drawing, painting, modelling, metalwork, needlework, woodwork, bookbinding, weaving and puppetry), Music and Civics.

Supplementary Courses are provided in Religious Knowledge, Handicraft (men only) and Science ("deferred" students only). Facilities are afforded for an "integrated" course in science extending over three years, the first two years comprising a course leading to the Certificate in Education, and the third a continuous Supplementary Course. Provision is made for a special One Year Course for Handicraft Teachers. Students taking this course must be over the age of 25 years and must have completed Part I and Section I of Part II of the examination for the City and Guilds of London Handicraft Teacher's Certificate.

Details of the teaching staff of the College are given overleaf.

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Principal

R. W. RICH M.A PH.D

Vice-Principal

Miss M. C. PARNABY M.A B.ED

Deputy Principal

H. S. PICKERING M.A

Principal Lecturers

A. BARRACLOUGH B.SC

Miss D. BREWER B.A B.ED

H. DICKINSON A.T.D

Miss W. DICKINSON B.SC

A. E. ELMS B.A B.D

A. F. SHIRLEY *City and Guilds Certificates*

G. N. WESTGARTH M.A M.ED PH.D

Senior Lecturers

Miss R. C. BAKER A.R.C.A

G. E. BELL M.SC M.ED *Diploma in Theology*

Miss E. COPE M.A

Miss M. DRESSER *City and Guilds Teacher's Certificate.*

B. R. DYSON M.A

R. GILLIBRAND *Carnegie Diploma in Physical Education, London University Diploma in Biology*

Miss J. HAWORTH M.A PH.D

R. G. HOLLOWAY B.A

J. C. W. HOUGHTON M.A

S. K. LAYCOCK M.A

J. G. MATTOCK B.SC

E. W. N. SMITH B.MUS A.R.C.M A.R.C.O

Miss H. SMITH M.A *London University Diploma in Librarianship* F.L.A

F. STEPHENSON B.A

J. K. STUART B.SC

Miss C. E. TRELOAR M.A

J. C. UNCLES B.A

Miss E. WHITWAM *Chelsea Diploma in Physical Education*

A. A. WILSON B.A

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Lecturers

F. C. BASSETT B.SC

Miss J. M. BELL A.T.D

K. L. BIBBY A.T.D

H. COLLINS *Carnegie Diploma in Physical Education*

Miss J. GLEDSDALE N.F.F

Miss D. S. GREENWOOD *Bedford Diploma in Physical Education*

Miss G. B. JONES M.A

L. H. LAIC *London University Teacher's Certificate*

Miss J. M. LEGARD L.R.A.M

D. S. MACER B.SC

Miss N. PARKINSON N.F.F

Miss C. PARRY B.A

R. J. PORTER B.A

C. K. SYMES *Loughborough Diploma in Physical Education*

G. G. WICKSTEED B.SC

Mrs. D. WILSON *Liverpool Diploma in Physical Education*

E. G. YOUDELL M.A

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LEEDS COLLEGE OF ART

(Teacher Training Department)

The earliest records indicate that art education in Leeds was first sponsored by the Leeds Mechanics' Institute which, established in 1824, was one of the first institutions of its kind in this country. In 1842 this Institute was amalgamated with the Leeds Literary Institute, and in 1846 a Government School of Design was set up in Leeds, which rapidly developed into the centre of art education in the West Riding. Affiliated branch schools were established in Wakefield, Halifax, Ackworth, Keighley, Bradford and Huddersfield, which together with the Leeds School of Art were responsible in 1864 for the art education of 7,430 students. This rapid expansion of the work necessitated more adequate accommodation, and in 1868 the building of the Leeds Institute was completed as one of the finest and most up-to-date educational centres in the country. It is interesting to note that in 1871, Mr. Walter Smith, the Headmaster of the School of Art, was appointed Director of Art for all the public schools in Massachusetts. Through his enterprise a School of Art was established at Boston in 1870 for the training of art teachers, and Leeds was therefore a very potent influence in the art education of the United States.

In 1900, with a roll of nearly six hundred students, the College was again faced with the urgent problem of providing better facilities, and in 1903 the new School of Art was opened. This building provides the main accommodation of the College to-day, but the School of Architecture and Town Planning and the Department of Painting and Decorating and Sign-writing are housed in separate premises. The outbreak of war in 1939 suspended the prosecution of the building scheme which would have provided the College of Art, together with the Colleges of Technology and Commerce with accommodation, equipment and facilities of which the City could be rightly proud.

Many distinguished men have taken an interest in the College, and that of John Ruskin was particularly active. The College had for many years maintained a magnificent record in national competition, and many students have gained a reputation extending far beyond their own country. It is the policy of the College to appoint staff who are practising artists and craftsmen in their respective specialised fields, for the arts can only be well taught by those engaged in creative work. This policy gives the staff an artistic authority which would otherwise be lacking.

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Principal
E. TAYLOR R.E A.R.C.A

Vice-Principal
and
Head of the Teacher Training Department
C. D. CROSS A.R.C.A A.T.D

STAFF OF THE DEPARTMENT

Senior Tutor
Vacancy

Assistant Lecturers
LILIAN BOOTH
D. R. SELBY A.T.D
F. E. WALTON *Slade Diploma in Fine Art*

Head of the School of Design
ELLIS MILES

Head of the School of Painting
H. THUBRON

Head of the School of Sculpture and Pottery
H. R. PHILLIPS

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MARGARET McMILLAN MEMORIAL TRAINING COLLEGE

This College, a memorial to the life and work of Margaret McMillan, was opened by the City of Bradford in temporary premises in January 1952.

The new permanent buildings, situated on an attractive site within easy reach of the centre of the city, were completed and officially opened in 1956. These buildings comprise a lecture and administrative block which has large sunny rooms furnished with modern equipment, and a dining block flanked by two residential halls, which are designed to accommodate 150 students in individual study bedrooms.

The College, whose academic year runs from January to December, provides a normal two year course of training for students who wish to teach in nursery or infant schools, or in the lower classes of junior schools. The course is based on a first hand study of children. In addition to teaching experience and observation in schools in Bradford and district, educational visits are arranged to all types of schools, clinics, children's homes, residential nurseries, welfare centres, factories, libraries, museums, and art galleries, etc.

The College offers many opportunities for the development of the students' own interests and further education. In addition to general courses taken by all students, special courses of study are provided in English Literature, Religious Education, Geography, Nature Study, Art, Crafts and Music. Students are also encouraged to take advantage of the many cultural opportunities available in Bradford and district.

The Governing Body of the College is composed of representatives of the Local Education Authority, and of the Margaret McMillan Memorial Fund Trustees.

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Principal

Miss M. MORRISON M.A N.F.F *Trainer's Diploma*

Vice-Principal

Miss M. F. BROWN M.A

Principal Lecturer

A. JAMES B.SC

Senior Lecturers

Miss G. BANKS B.A

Miss H. M. EDWARDS N.F.F *Teacher's Certificate, McMillan Diploma in Nursery Education*

Miss M. LEACH L.R.A.M *Dalcroze Certificate*

Miss E. L. MILNE *Dunfermline Diploma in Physical Education*

Miss F. RAWLE *Board of Education Teacher's Certificate, N.F.F. Trainer's Diploma*

Miss D. RILEY A.R.C.A

Lecturers

Miss R. HANNAM M.A

Mrs. B. J. HEATON B.A

Miss S. M. E. KEELEY *Board of Education Teacher's Certificate, Darlington Diploma in Nursery Education*

Miss D. A. L. LYLE B.SC *Oxford Diploma in Theology*

H. MELL A.T.D

D. F. WEBSTER L.R.A.M A.R.C.M L.MUS.T.C.L.

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NORTH RIDING TRAINING COLLEGE, SCARBOROUGH

The College was opened by the North Riding Education Committee in 1948. It offers a two-year course of training for one hundred resident students who wish to specialise in the education of young children.

The College is situated in the borough of Scarborough and overlooks the golf course and the cliffs of the South Bay. Its position—within easy reach of the sea, the wooded countryside, the moorland and the wolds—offers excellent opportunities for the study of contrasting environments, while the immediate coastal area is rich in biological and geological interest.

The cultural amenities of Scarborough include an excellent library, a museum and a small but inspiring art gallery.

The College building, which faces south, is fifty years old and has an attractive solidity and spaciousness. The rooms are pleasant, light and airy.

The College offers a two-year course which covers the training common to all teachers, with particular emphasis on work with children from five to nine years of age. The students visit and practise in the many new schools in the Scarborough and Cleveland areas of the North Riding. They are also able to see the work being done for physically and mentally handicapped children in the North Riding's residential schools.

The students' further education is encouraged through the study of Art and Crafts, Biology, Divinity, English, Environmental Studies, Geography, History and Music. There is a general course in Physical Education with provision for hockey, netball, cricket, tennis and swimming. The college has its own indoor swimming bath and there are also opportunities for sea-bathing.

The College is administered by a Board of Governors appointed by the North Riding Education Committee. The members include representatives of the Council of the University of Leeds and of the North Riding County Association of Teachers.

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Principal

Miss E. L. MADGE *Academic Diploma in Psychology,* N.F.F *Trainer's Diploma*

Vice-Principal

Miss E. HURLEY *Mather Diploma in Nursery Education*

Senior Lecturers

F. BOWMAN A.T.D

ERIC FENBY

Miss N. M. MUSTO B.A

Mrs. S. RICE B.A

Lecturers

N. M. ACTON A.T.D

Mrs. F. M. EVANS B.A

Miss J. D. C. MILLER B.SC

Miss M. PRATT *Liverpool Diploma in Physical Education*

Part-time Lecturers

Mrs. C. BROMLEY N.D.D

Mrs. E. CAMERON M.B CH.B D.P.H

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RIPON TRAINING COLLEGE

Ripon Training College was opened in 1862, when it took the place of the York and Ripon Diocesan Training College for Schoolmistresses which dated back to 1846. The buildings of the earlier College were inadequate when the number of schoolmistresses increased and, as soon as the Diocese of Ripon was formed, one of Bishop Bickersteth's first charges was to remove the training institution to Ripon. A voluntary college founded by the Church of England, membership is now open to students of all denominations who are asked to bear in mind the purpose of the College founders who sought to strengthen and spread the Christian tradition.

The original building accommodated 60 students. Over the years many additional buildings have been erected, the first of these being a Chapel dedicated to S. Margaret of Scotland and opened on 8th May, 1899. In 1946 the acquisition of the Highfield estate of over 30 acres adjoining the original building and grounds gave the College an excellent site for future development. H.R.H. Princess Royal in 1950 laid the foundation stone of a new hall of residence which includes a central dining hall of generous proportions, new kitchens and sixty-six single study bedrooms. The College now accommodates 180 resident students.

The College is fortunate in its attractive setting in the historically interesting Cathedral City of Ripon which provides a background of culture and tradition. The provision of modern furniture and furnishings in the new hall of residence and skilful adaptation of the old building has ensured that the interior, while providing the utmost comfort, is in complete accord with the surroundings.

Courses are provided for teachers who wish to train for work in Secondary, Primary and Infant Schools, and a wide choice of subjects is offered to individual students. In addition to the general courses, advanced courses of study are provided in English, History, Geography, Biology, Mathematics, Religious Knowledge, Art, Craft, Needlework and Embroidery, Music, and Rural Studies and Gardening. The facilities in Rural Studies and Biology provide excellent opportunities for those wishing to teach in rural schools, and Music and Art are especial features of the course.

The constitution of the College is regulated by a scheme of the Charity Commissioners of 3rd January 1871, subsequently varied by the Board of Education in 1904 and 1927. After the establishment of the dioceses of Wakefield in 1888 and Bradford in 1919 the original name of the College was changed to the Ripon, Wakefield and Bradford Diocesan Training College. At the present time the College Council includes representatives of varied educational interests as well as the elected representatives of the three dioceses. The Bishop of Ripon is the Chairman of the Governing Body.

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Principal

Miss V. N. HALL M.A F.B.PS.S N.F.F J.P

Deputy Principal

Miss K. I. TEASDALE M.A

Principal Lecturers

The Reverend C. BUCKMASTER B.A

Miss D. M. FOSTER B.SC

Senior Lecturers

Miss F. A. DANIEL M.A

Miss J. K. KNIGHT *Teacher's Certificate, Diploma in the Psychology of Childhood (Birmingham)*

Mrs. R. M. LANDER L.R.A.M *Teacher's Certificate*

Miss M. E. MAUCHLINE M.A *Diploma in Biblical Studies (Glasgow)*

Mrs. P. M. WARNER A.R.C.A

Miss D. J. WHEAL B.SC

Lecturers

Miss M. P. ABBOTT *Dunfermline Diploma in Physical Education*

Miss M. H. AUCKLAND *Teacher's Certificate, Certificate in Child Development (London)*

Miss A. S. DALE M.A

Miss B. MOLESWORTH N.D.H *Diploma in Horticulture (Studley)*

Miss K. B. RIMMER *City and Guilds Certificates*

Miss J. M. SANKEY N.F.F *Teacher's Diploma, Certificate in Child Development (London)*

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ST. JOHN'S COLLEGE, YORK

(YORK DIOCESAN TRAINING COLLEGE)

St. John's College, York, was opened in 1846, the successor of an earlier, more tentative, co-educational effort for the training of teachers which had been begun a quarter of a century before. It is a college of the Church of England and, though its membership is open to all who are prepared to take the Christian tradition seriously, the connection with that Church is strong and deeply valued. The College Chapel is in a real way the centre of the life of the College Community.

The College buildings, though they have been enlarged and improved in every decade of this century, retain the old quadrangle and a certain centenarian gravity of aspect. York Minster, lying two or three hundred yards away across the ancient city walls, dominates the view. Part of the ancient Treasurer's House is leased from the Dean and Chapter of the Minster as the home of the History Department; the main science laboratories and the Rural Science Estate are a few minutes' walk away from the College at Heworth Croft, near which also stands a hostel known as The Limes. The playing fields, rather further away, having facilities for all the usual field games and athletic activities. There is a boat house on the River Ouse whence the College Fours row under admirable conditions.

This is a College for men only, but social life is strong: for instance a dance is held in college most weeks, and the St. John's Singers, the Music Circle and the Dramatic Group owe a great deal to their honorary members of the opposite sex.

The large number of courses provided enables each student to follow the particular study for which he is best suited while rubbing shoulders with others whose work is widely different, a condition conducive to a sound general education. Thus, in addition to the professional subjects which every two-year student takes (Principles and Practice of Education including Health Education and Physical Education, Divinity, English Language, and the Teaching of Arithmetic), courses are provided in the following fields of study: Religious Knowledge, English, History, Geography, Social Studies, Mathematics, Physics, Rural Science, General Science, Biology, Art, Crafts (metal and wood as well as a variety of lighter crafts), Art and Craft, Music, Physical Education. Each student follows one, or in special cases two, of these courses as far as the length and nature of the two-year course permit, and in addition

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takes two two-year courses with a more practical and pedagogical bias.

Stress is laid upon the continual contact of students with children so that they may learn their job practically as well as in theory. Children from Junior Schools and Secondary Modern Schools receive part of their teaching in two specially equipped classrooms at the College, which are in use three or four days a week during term time.

As well as the course for initial training the College offers supplementary courses in the following subjects—Divinity, Physical Education, Science, Rural Science and Craft. Students who enter any of the departments which arrange these courses may state at once that they will wish to stay for a continuous supplementary course: in which case their studies will be planned, so far as circumstances permit, as an integrated three-year course. In the case of Science this is obligatory, as only those who wish to stay on for the supplementary course are admitted to the Two Year Course in this subject.

Principal

The Reverend Canon P. J. LAMB M.A

Vice Principal

W. C. CHAPMAN M.A

Principal Lecturers

F. DISNEY B.SC
J. D. EDINGTON B.SC
J. C. MAYCOCK B.A

Senior Lecturers

D. H. ADAMS B.SC
G. L. BAGGALEY F.R.C.O L.R.A.M A.R.C.M F.T.C.L
S. J. BARNES *Carnegie Diploma in Physical Education*
B. CANE M.A B.SC
J. E. COLECLOUGH M.A LL.B J.P
J. R. COPPING
J. EDBROOKE *City and Guilds Certificate*
W. ETHERINGTON M.A
The Rev. L. A. POORE B.A B.D
R. O. SMITH M.A
L. TOWN *City and Guilds Certificates*

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Lecturers

T. CORSER *Carnegie Diploma in Physical Education*
R. HOWLETT *Carnegie Diploma in Physical Education*
H. LIVERSIDGE A.T.D
F. W. MOODY M.A
J. B. SHIELDS B.A
J. R. SLADE B.SC
The Rev. R. H. WARMOLL M.A
L. P. WENHAM M.ED M.LITT M.A

Part-time Lecturers

J. MOUNTAIN F.R.H.S
D. F. MUNGALL M.B CH.B
B. ROBERTS A.R.C.M
C. D. STUART

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THE YORKSHIRE TRAINING COLLEGE OF HOUSECRAFT

The Yorkshire Training College of Housecraft was known in its early days as the Yorkshire Training School of Cookery, and was founded in the year 1874 by the Yorkshire Ladies' Council of Education for the purpose of introducing cookery lessons for women and girls in Yorkshire towns.

The need for some organised teaching in other practical housecraft subjects was soon realised and in July 1875 Baroness Burdett Coutts formally opened the Yorkshire School of Cookery and Domestic Economy.

Schemes for the instruction of pupils from elementary schools in Leeds were included in the varied programme. This proved successful and soon trained teachers of Domestic Subjects were in steady demand for the schools.

In 1876 the Council united with the Northern Schools of Liverpool, Edinburgh and Glasgow to standardise the examinations and to award diplomas and certificates which qualified the holders for appointments in the profession.

Craft subjects were not the only interest of the College and the importance of science was appreciated at this very early stage. Development in this direction was greatly assisted by the Yorkshire College of Science (now the University of Leeds) but it was not until 1906 that a full time Science lecturer was appointed.

In August 1907 the School was taken over by the Leeds Education Authority and from that time the School has formed part of the system of education of the City of Leeds. The Committee of Management was retained, with the addition of two members from the Education Committee, to work as a Sub-Committee of the Leeds Education Committee.

Progress continued and in 1921 the School changed its title to the Yorkshire Training College of Housecraft as conveying a more comprehensive idea of the work being undertaken.

The first building used for the College was in Cookridge Street and consisted of one room only. After two moves, it was transferred in 1932 to its present position, which now consists of a main building containing demonstration room, kitchens, including modern large-scale catering unit, laundry, science laboratories and lecture-rooms. A separate annexe is used for the teaching of needlework subjects and upholstery. For instruction in Household Management there are two hostels, three flats and two houses where students reside during their practical training. Close co-operation is sought with the College of Commerce and the

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College of Art. Weetwood Court, Hollin Hall and Highfield House are residential hostels situated in the Headingley district of Leeds.

There are now 300 students. The object of the College is to provide instruction, both theoretical and practical, in all branches of Domestic Science and allied subjects. Those wishing to become teachers take a three-year course to qualify them for the Institute's Certificate in Education. The Institutional Management Course, leading to the Institutional Management Association Certificate, is also of three years' duration, the third year of which is taken in a supervised post.

Principal

Miss G. Smith *Combined Domestic Subjects Diploma, Cordon Bleu*

Vice-Principal

Miss M. Norris *Combined Domestic Subjects Diploma*

Principal Lecturers

Miss S. G. Fry M.A
Miss J. MacWillie M.A M.SC

Senior Lecturers

Miss D. M. Daldy M.SC *Diploma in Theology* A.B.PS.S *Teacher's Diploma in Domestic Science*
Miss D. A. Euler *Combined Domestic Subjects Diploma*
Miss C. M. Hopkinson *Combined Domestic Subjects Diploma*
Miss W. E. Hutchinson *Combined Domestic Subjects Diploma, Advanced Cookery and Needlework*
Mrs. J. Kisby A.R.C.A
Miss M. McLuckie *Diploma I*

Lecturers

Miss B. Atkinson B.A
Mrs. M. Harvey *Diploma I Teacher's Certificate*
Miss R. M. Hepworth *Combined Domestic Subjects Diploma Advanced Cookery*
Miss K. Johnson *Domestic Subjects Teacher's Certificate*
Miss W. M. Jones B.SC
Miss P. M. Legh B.A
Miss B. Lythgoe *Domestic Subjects Teacher's Certificate, City and Guilds Certificate*

Part-time Lecturer

Mrs. K. J. Scott *Diploma of Physical Education*

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ASSOCIATED MEMBER INSTITUTIONS

DEPARTMENT OF ADULT EDUCATION AND EXTRA-MURAL STUDIES

The Department was established on October 1st, 1946. It offers to people residing in the extra-mural area of the University, which includes most of the West and North Ridings of Yorkshire and the county boroughs situated in them, two main kinds of facilities in the civilian field of Further Education.

The first is that of University Tutorial Classes and Preparatory Tutorial Classes. These are promoted by the University jointly with the W.E.A. through the Joint Tutorial Classes Committee of the Department. They are planned to extend over three winter sessions of twenty-four meetings of two hours each, and are conducted in liberal studies such as the following: English Literature, History, Philosophy, Psychology, Economics, Political Theory and certain of the natural sciences such as Botany, Biology and Geology. Preparatory Tutorial Classes extend over one session, and are intended to be followed by full Tutorial Classes in the same or a related subject. All these classes are conducted either by full-time Staff Tutors specially appointed for this work, or by other members of the University's staff, or by tutors specially approved by the University. The courses are intended to provide a systematic survey of the subject being studied, and students are required, in addition to attending the meetings, to do reading and essay work at home under the direction of the tutor. A small charge is made for tuition, which is paid to the W.E.A. in order to meet local expenses. Books from the library of the Department are available for the use of the students in the classes.

The second kind of facility offered by the Department is the provision of Extension Lectures, given usually by members of the University staff, both intra-mural and extra-mural. The Extension Lecture courses are provided for those students who are not associated with the W.E.A., and may be in any of the subjects taught by the University intra-murally, including scientific and technical subjects. Some of the courses are of an advanced or "refresher" character, for students already possessing a good knowledge of the subject, who wish to keep in touch with recent developments and research. A University Extension course may vary in length from four to seventy-two meetings; the longer courses extend over three winter sessions, while the shorter ones may be confined to

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a week-end or a week and be provided on a residential basis. The subjects offered include liberal studies, mentioned in the previous paragraph, and courses of a vocational or semi-vocational kind. In science or technology, the courses arranged are normally comparable in standard of work with what is required inside the University. For classes of a non-vocational kind a small fee is charged and paid to the University. In vocational courses, either the organisation requesting them, or the individuals attending, are normally expected to bear the whole cost. Persons attending Extension Lecture Courses of at least three sessions' duration may obtain a University Extension Certificate, if the courses in question have been recognised for the award.

A further facility offered by the Department is restricted to persons in Her Majesty's Forces, and the bulk of this work is centred in Catterick Camp. Since January 1st, 1949, however, the University has assumed responsibility throughout the extra-mural area for the administration of civilian aid to Forces education and for devising courses of study which are in accord with the traditions and views of the kind of teaching which it is appropriate for Universities to provide.

Under the terms of a grant from the Nuffield Provincial Hospitals Trust, the Department is to promote residential courses of study for hospital administrators. It is expected that these will be of varying length, and that there may be the opportunity for some administrators to attend the University for an academic year. The intention is that students in residence will work with administrators from other fields.

The need for such developments in relation to hospital management has been recognised in several recent Official Reports. An initial requirement is an enquiry into the precise nature of the need for and type of provisions to be made; this enquiry is in progress. Experimental courses will be held in the year commencing October, 1958.

Director

Professor S. G. RAYBOULD B.SC (ECON) PH.D

Deputy Director

J. MELLING M.A (to 31.7.58)

Secretary

S. R. VIRGO M.B.E

Senior Lecturer for Tutorial Classes

W. P. BAKER M.A

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Lecturers for Tutorial Classes

H. Baines B.A
H. Baxandall M.A
C. V. Bellamy B.Sc.
A. E. P. Duffy B.Sc (Econ) PH.D
C. Johnson B.A
A. E. Pybus L.R.A.M
E. P. Thompson B.A

Extension Lecturers

A. W. de Rusett M.A
E. G. Hauger M.A
A. Kelly M.A LL.B
J. W. Saunders M.A B.Litt

Lecturers for Tutorial Classes and Extension Courses

T. B. Caldwell M.A
G. R. Dalby M.A
R. Shaw B.A
W. Stein B.A
One vacancy

Services Education Lecturers

J. Balmer B.Sc
T. G. Bishop B.A B.Sc (Econ)
D. W. Crowley M.A PH.D
K. L. Hunt B.Sc PH.D
J. C. F. Littlewood B.A
J. Macgregor B.A M.Ed PH.D
One vacancy

Lecturers in Adult Education

J. F. C. Harrison M.A PH.D
N. A. Jepson B.A PH.D
J. McLeish B.Sc ED.B

Lecturer in Departments of Economics and Adult Education

A. Johnson B.Sc

Tutor Librarian

W. J. Prichard M.Com

Assistant Secretary for University Extension Lectures

Miss Pamela M. S. Cobb M.A

Administrative Assistants for University Extension Lectures

Eric D. Butterworth B.A K. M. Sagar B.A

Secretary of the Services Education Committee

P. E. Brookman B.Com

Director of Pilot Scheme in Hospital Administration

J. R. Griffith B.A F.H.R

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THE UNIVERSITY OF LEEDS DEPARTMENT OF PAEDIATRICS AND CHILD HEALTH

The Department constitutes part of the Faculty of Medicine of the University of Leeds; as such, it is concerned with teaching and research in connection with the subject of Paediatrics and Child Health, and with the allied and wider subject of Child Care. Teaching instruction given by the Department is concerned primarily with the needs of medical undergraduates, but includes contributions to courses of instruction organised for such other workers in the field of Child Care as midwives, public health students and health visitors and boarding-out officers.

The conception of child health underlying the Department's policy is wide; it embraces the promotion and maintenance of health, and the prevention and cure of disease, and attaches importance to the interdependence of a child's emotional, intellectual and physical requirements. Special importance is focused on considerations of health and disease in childhood in relation to home and family circumstances. Practical instruction in all aspects of child health has been made possible as a result of the close working associations established with the general hospitals, the maternity and child welfare service, and the school health services in the City of Leeds, and with voluntary children's organisations in the Ridings.

Professor of Paediatrics and Child Health

W. S. M. CRAIG B.SC M.D F.R.C.P F.R.C.P.E F.R.S.E M.R.C.P

Lecturer in Paediatrics and Child Health and Deputy to Head of the Department

M. F. G. BUCHANAN M.B CH.B M.R.C.P.E D.C.H

Senior Clinical Lecturer

E. C. ALLIBONE M.D PH.D M.R.C.P D.P.M

Lecturer in Paediatrics and Child Health

G. J. R. SOUTTER M.B CH.B M.R.C.P.E D.C.H

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THE UNIVERSITY OF LEEDS
DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education is primarily responsible for the promotion of physical activities among the students of the University. This is done in a variety of ways. For some activities instruction is given; for others facilities are provided and the students use them at will; for some the organisation is done entirely within the Department; for others it is undertaken by student clubs which look to the Department for advice and guidance. Close liaison is kept with the University and the Union to ensure that opportunities are provided for students to partake in a wide variety of physical activities in the gymnasium and at the playing fields, in the Union, at camps and at the University Mountain Hut.

In 1956 a new Physical Education Centre was opened, providing facilities for fencing, judo, women's gymnastics, squash and indoor cricket.

The Department provides courses of study for certain groups of students in the Department of Preventive Medicine and the Department of Education and for students taking the Institute's Diploma in Physical Education. There is a special one-year course in the coaching of games and athletics for selected men students reading for the Graduate Certificate in Education. There are also Outdoor Activities courses for men and women.

In connection with its other functions the Department is carrying out research into certain aspects of the physical education of school children and University students.

Director

R. E. MORGAN B.A *Diploma in Physical Education*

Lecturers

G. T. ADAMSON B.SC *Diploma in Physical Education*
Miss D. A. HUNTER *Diploma in Physical Education*

Assistants

K. K. MITCHELL *Diploma in Physical Education*
Miss R. E. WESTBROOK *Diploma in Physical Education*

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THE UNIVERSITY OF LEEDS
DEPARTMENT OF PSYCHIATRY

The Department of Psychiatry, which is part of the Faculty of Medicine of Leeds University, is concerned with teaching and research in psychiatry and mental health. The Department's principal educational responsibility is that of teaching psychiatry to medical students and to postgraduate students intending to specialise in the subject.

Instruction to medical students in spread throughout the greater part of the clinical curriculum. Lectures, clinical demonstrations and seminars are designed to familiarise the student with various types of mental disorder which he is likely to meet in general practice and to give him a working knowledge of modern methods of treatment and the facilities whereby they may be obtained. He is also taught to recognise the importance and frequency of functional nervous disorders and given some understanding of how the patient should be treated.

For postgraduate students in psychiatry a part-time course for the University Diploma in Psychological Medicine extending over two and a half years was instituted in 1948. By arrangement with the Regional Hospital Board, Registrars and other Junior Medical Officers are released part-time from their mental hospital duties to follow a recognised University course conducted by the Department.

In addition training in child psychiatry is available for Senior Registrars appointed to work in the Children's Unit of the Department.

The Department also collaborates in the teaching of nurses, health visitors, probation officers, teachers, etc.

There are many extra-mural lectures and activities and various research projects are being carried out.

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Nuffield Professor of Psychiatry

G. R. HARGREAVES O.B.E M.R.C.S L.R.C.P F.B.PS.S

Senior Lecturer in Child Psychiatry

Miss W. MARY BURBURY M.A M.B B.S D.P.M L.R.C.P M.R.C.S

Senior Research Fellow in Psychiatry

MAX HAMILTON B.S M.D D.P.M L.R.C.P M.R.C.S

Lecturer in Psychiatry

J. M. ROBERTS M.B CH.B D.P.M

Lecturer in Child Psychiatry

Miss S. M. LEESE B.SC M.B B.S D.P.M M.R.C.S L.R.C.P

Lecturers in Clinical Psychology

A. J. YOUNG M.A B.ED

R. G. WEBSTER M.A

Assistant Lecturer in Clinical Psychology

Miss M. J. PICKERSGILL B.A

Senior Registrar and Tutor

Vacancy

Senior Psychiatric Social Worker and Tutor

Miss M. B. H. WHYTE M.A

Psychiatric Social Worker

Miss NANCY NEWBIGIN M.A

Much valuable assistance is also given by a number of part-time lecturers.

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THE UNIVERSITY OF LEEDS
DEPARTMENT OF PSYCHOLOGY

This Department was set up in 1949. Psychology had been taught for many years in the Department of Education where there was also a long record of research. The subject was taught in the Departments of Philosophy and Social Studies and some courses were provided in the Faculty of Medicine. The new Department was established with a view to centralizing and co-ordinating the teaching of the subject in the University. Further it clearly offered the possibility of training psychologists and of furthering the development of the subject by research. These aims of the Department have been kept in mind in the planning of its growth.

The initial staffing of the Department reflected the desire to develop the major non-medical branches of Psychology (the medical branch being already provided in the Department of Psychiatry). The main applications, Educational, Social and Industrial, are represented in a variety of lecture courses. In addition the fundamentals of the subject, as a systematic and scientific study of behaviour, experience and mental structure, are treated in the degree course for B.A. (special studies, psychology), initiated in 1950. Whilst opening the prospect of a professional career in psychology, this course is non-vocational in design, aiming at providing a firm groundwork on which later specialised training can be built. In addition a three-year course, initiated in 1951, provides for psychology to be taken as one of the subjects for B.A. (general studies).

Research is a major activity in the Department as is shown by its continual enrolment of Higher Degree students and by the publications of the staff. The staff also supervise the researches of students in other departments whose theses have psychological bearings, notably in the Department of Education. Indeed, next to its own internal development the Department at present devotes more attention to psychological problems in education than in any other field. Most of its part-time research students are practising teachers or lecturers. The Department has had a close and cordial relation with the Institute of Education from the beginning and some of the Psychology staff have contributed to research conferences and courses provided by the Institute as well as to a number of other lecture courses. As the interest in research spreads through the Institute's constituent colleges the mutual advantage of this relation, expressed in their common Institute membership, should become increasingly apparent. In view of the importance of

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social factors in education on the one hand, and the many relations of industry to education on the other, the associate membership may be expected to bear fruit not only in the educational but also in the social and industrial sections of the Department.

The Department is at present housed at 15 and 17, Lifton Place (33 and 35, University Road) where the accommodation includes a reference library, two workshops, four laboratories, a seminar room, a testing room, and an office in addition to lecturers' rooms. Although the Department belongs to the Faculty of Arts, the experimental and mathematical aspects of modern Psychology are fully reflected both in the equipment and in the courses. Nevertheless its position as an Arts subject expresses its primary concern with Man, a concern in which scientific techniques are but means to an end.

Professor of Psychology

G. PATRICK MEREDITH M.SC M.ED PH.D F.B.PS.S

Lecturer in Social Psychology

J. R. MORRISBY B.A

Lecturer in Industrial Psychology

R. HARPER M.SC PH.D F.B.PS.S

Lecturer

M. A. JEEVES M.A PH.D

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WOOLLEY HALL

Woolley Hall was opened by the West Riding Authority as a centre for teachers' refresher courses in the Spring of 1952, and it is now providing some 56 courses a year for teachers from a wide range of schools.

The College is staffed by a Warden, Deputy Warden and resident domestic and administrative staff, and provides residential accommodation for about 45 students. Courses are held mainly at week-ends, though in the last few years an increasing number have been held in mid-week. In addition, since the opening of the Art and Craft Block and the new Science Laboratories, a number of one day sessional courses take place throughout the year on Saturdays and Sundays. The teaching staffs of courses are drawn from very different sources—from the Universities, from H.M. Inspectorate, and from Local Authorities' staffs, all over the country. The courses are now planned a year in advance, which enables a series of week-end courses to be planned, in addition to the usual separate week-end courses. The printed prospectus, however, will continue to be issued three times a year, for the Autumn, Spring and Summer terms.

When they established the College the Authority did so in the belief that it is of inestimable value to teachers in their work if for a few days they are able to discard the exacting duties of home and school and take the opportunity for quiet and reflective study of their problems. Teachers who attend courses at the College are able to form closer professional relationships with each other over the extensive area of the West Riding, and to meet men and women who have distinguished themselves in the various branches of the service.

Examples of books on a variety of subjects selected for their quality, and a permanent collection of interesting gramophone records, are being built up with the interest and needs of teachers in mind. In addition the demonstration garden and apiary, which are available for teachers' courses, make an increasing contribution at all times to the general interest shown in flowers, plants and beekeeping.

The College can be said to have established itself as a professional centre for the West Riding Education service. It maintains valuable connections with neighbouring Local Education Authorities, with

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the Universities, their Institutes of Education, the Teachers' Associations, and other institutions concerned with education in the Yorkshire area.

Warden
Miss D. JORDAN

Deputy Warden
Miss D. M. PHILLIPS

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LOCAL EDUCATION AUTHORITIES

CITY OF BRADFORD

The City of Bradford, a county borough with a population of approximately 285,000, has about 43,000 children in its schools and employs approximately 1,650 teachers. There are over 170 primary and secondary schools, including 13 grammar schools, of which 9 are county schools, 3 direct grant schools and 1 an aided school. There are also 6 special schools, including 3 with boarding facilities, and 2 nursery schools. Eleven new Primary schools have been completed and others are in course of erection. An additional E.S.N. school has been approved by the Ministry of Education. The Authority are now concentrating on providing new secondary schools, four five form entry instalments of county schools and one four form entry Roman Catholic school having been approved. An outstanding item in future development is the proposed establishment of eleven large comprehensive schools each for 1,550 children to provide secondary education for children over the age of 11. The Bradford Institute of Technology has been recognised by the Ministry of Education for studies in Advanced Technology. Work of lower level is continuing in the Bradford Technical College. The College of Art is recognised as a Regional College. The Margaret McMillan Training College, opened in January, 1952, provides initial training courses for nursery, infant and junior teachers. Courses for teachers are also provided at the Technical College, the Regional College of Art and Institutes for Further Education as the occasion requires. During recent years conferences of Head Teachers have been held on the curriculum in secondary modern schools and in junior schools and an advisory committee makes recommendations on the scheme of selection for secondary education. A feature of the education of the city is the provision of part-time classes in the Technical College, Higher Domestic Technical and Junior Evening Institutes, where about 10,000 students are enrolled each year. About 500 pupils attend Day Release Classes.

COUNTY BOROUGH OF DEWSBURY

The County Borough of Dewsbury had a population of 53,476 at the time of the 1951 census and has at present over 9,000 pupils on the school rolls, of which some 2,940 are in attendance at

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Secondary Schools organised on a tripartite system. The Authority employs over 345 teachers.

The town possesses a grammar school for boys and one for girls, a secondary technical school and six secondary modern schools, including one designed in accordance with the 1945 Building Regulations.

A primary school and a three form entry instalment of a four form entry Roman Catholic secondary school are in the course of erection and the building of another primary school will be commenced during 1958. There are twenty primary schools (thirty departments) and four nursery schools; one of each type of school has been built since the war. A new primary school was opened in January 1954 (a transferred controlled school) and a new infants' school was opened in February 1956. There is an open air school for 120 delicate children and a day special school for 80 educationally sub-normal children. The Authority owns a large country house which is used as a school camp and is occupied throughout the year by children who attend in fortnightly parties of 32.

Considerable improvements have been carried out at voluntary schools in the town since their status was determined following the approval of the Authority's Development Plan.

The Technical and Art College in Dewsbury was joined with that at Batley under a Scheme approved by the Minister and is governed by a Joint Committee established under Part II of the First Schedule to the Education Act, 1944. The enrolments during the session 1957-58 were 2,280, of which 163 were full-time students. Extensive additions were recently made to the Textile Department of the College. In addition to this provision there are two Evening Institutes and one branch Institute.

The ancillary services under the jurisdiction of the Authority include a Child Guidance Centre (in addition to minor ailments and dental clinics) a Speech Therapy Clinic and a Youth Employment Bureau.

COUNTY BOROUGH OF HALIFAX

The population of Halifax is approximately 97,000. The average number of children on the school registers increased by the 31st December, 1957, by 226 to 15,183. Of this number 9,359 were children in primary schools (including a nursery school and six nursery classes), 5,640 were in secondary schools and 184 in special schools. The number of schools controlled by the Authority is 46 primary schools (including one nursery school), 14 secondary schools (4 grammar schools, 1 junior technical school and 9 modern

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schools) and 2 special schools (1 open-air for delicate pupils and 1 for educationally sub-normal children).

Further education is provided in the Percival Whitley College of Further Education (formerly the Halifax Municipal Technical College) which includes the School of Art. New extensions to the College were opened in September, 1957, and there are now facilities to meet all the demands for further education in the area. Enrolments increased during the session 1956-57 by 67 to 4,086, the total student hours being 598,246. In addition there is an Evening Institute and Community Centres and Youth Clubs.

During the past year a new Roman Catholic Secondary Modern School and a new Special School for Educationally sub-normal children were opened, whilst a Technical High School, a County Primary School and extensions to a Grammar School are under construction.

A feature of the Committee's provision for physical education is the existence of seven school swimming baths which, used in conjunction with one public swimming bath, make it possible for all children in the schools to be taught to swim.

COUNTY BOROUGH OF HUDDERSFIELD

The population of Huddersfield is approximately 130,000, and education is provided in 40 primary schools, 14 secondary schools, a College of Technology (including a School of Art), and a Training College for Teachers of Technical Subjects.

The Authority's Development Plan includes provision of primary and secondary schools so placed throughout the area that hardly a child of primary school age will live at a greater direct distance from the nearest primary school than one mile, and hardly a child of secondary school age will live more than two miles from the nearest secondary modern school. These proposals thus provide for a very complete spread of primary schools of various types throughout the Borough, while the secondary needs of the town will be met by nine secondary modern and five grammar schools. The secondary schools will include two new Roman Catholic Schools (one modern and one grammar) to be erected shortly and to serve a wider area than Huddersfield itself. Of the twelve county secondary schools, five are in buildings erected since 1950, and the remainder occupy premises which, while older, have been so thoroughly adapted or extended as to make comparable provision. The same policy of improvement of existing school buildings has been carried out systematically by the Authority during recent

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years in connection with primary schools as well, side by side with the complete re-organisation of all schools as between primary and secondary education. The secondary provision includes a group of three large schools occupying the same campus site of some 65 acres: one of these is a mixed secondary modern school, while the others are grammar schools for boys and girls respectively, offering technical as well as academic courses and expected to develop very strongly on both sides up to all sixth form levels. In all, during the thirteen years since the implementation of the Education Act, 1944, the Authority has provided over 8,000 new school places, and by 1960 more than half the pupils in schools will be occupying new buildings and the vast majority of the remainder will enjoy comparable facilities.

A day special school for educationally sub-normal children was opened in 1954, and the Authority proposes to make further provision of this nature in the near future.

The Authority at present has under erection considerable extensions to the College of Technology amounting almost to the erection of a complete new building. The Chemistry Department is already particularly well equipped for research work, and during a long period has built up a high reputation for research especially in the field of Colour Chemistry. Recent developments in the College include the extension of the work of the Domestic Science Department by the addition of courses for advanced instruction in large-scale catering, and the establishment of a Music Department to act as a regional centre. In conjunction with the schools and the Youth Clubs, the activities of this latter department have included much instrumental work, culminating in the formation of a Youth Orchestra whose reputation justified its selection to represent Great Britain at an International Music Festival held in Germany in 1954; in the following year its members achieved outstanding successes at the National Eisteddfod of Wales.

The Training College for Teachers of Technical Subjects, which is a constituent member of the Institute, is one of three only in the whole country. Since its establishment in 1947, the College has shared a portion of the premises of the College of Technology, while hostel accommodation has been provided for its students in four large houses in a pleasant residential part of the town. Complete new teaching accommodation for the College is now in course of erection on a site near the present hostels, and, in view of the recommendations of the Committee set up by the Minister of Education in connection with the training of teachers for technical education, it is anticipated that the Authority will shortly be asked to increase the size of the College to take some 200 students and to build new hostel accommodation accordingly.

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CITY OF LEEDS

Leeds is a large commercial and industrial centre and the sixth largest city in Great Britain: it has a population of 508,600. In the maintained schools there are 77,240 children and 2,600 teachers. The Authority maintains 129 primary, 35 secondary modern, 9 secondary grammar, 2 secondary technical, 1 comprehensive and 8 special schools (4 for educationally sub-normal, 1 for physically handicapped, 1 for spastic, 1 for deaf and partially deaf children, and 1 hospital school); also one nursery school. There are 5 direct grant schools, 3 of which are primarily for Roman Catholic children. Six new secondary modern, 1 secondary grammar, 1 comprehensive and 17 primary schools have been opened since the end of the war; another secondary grammar school, a bilateral school, several other secondary modern and primary schools, and 2 special schools are under construction or planned.

Leeds is well served by transport and is a regional centre for further education. The College of Art, the Teacher Training Department of which is a constituent member of the Institute, has nearly 2,000 full-time and part-time students; the College includes a School of Architecture and Town Planning. The College of Commerce has 5,000 full-time and part-time students in a variety of professional, commercial and management courses. The College of Technology with 7,500 students provides courses which cover almost all branches of industry. There are 10 large evening institutes providing both formal and recreational courses, 13 civic youth clubs and 3 intermediate youth clubs. A technical institute to give full-time commercial training for girls of 15 years of age from secondary modern schools was opened three years ago.

The City of Leeds Training College, which occupies a magnificent site, has 485 resident and 6 day men and women students in the two year course leading to the Institute's Certificate in Education. It is the largest residential training college in the country. The Carnegie College of Physical Education is situated on the same estate and has 94 students. It offers a one year course for qualified men teachers leading to a college diploma, and a one year course for graduates leading to qualified teacher status as well as to the diploma. The Institute is also receiving considerable help from the College in the provision of a course for experienced serving teachers of physical education, which leads to the Institute's Diploma in Physical Education, and for which the Principal of Carnegie College is the first Director of Studies. The Yorkshire Training College of Housecraft offers courses both for students who wish to become teachers of domestic subjects and for those who wish to train in instutitional management, including large scale catering; it has 300 students. The City of Leeds Training

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College, the Carnegie College of Physical Education and the College of Housecraft are all constituent members of the Institute.

THE NORTH RIDING

The North Riding, third largest of English administrative counties with an acreage of 1,361,522 is, in population, twenty third with 381,000 inhabitants. It includes some of the most sparsely populated country in England and some of the best farmland, market towns which have changed little in the course of centuries, and industrial areas vital to the national economy which are in the process of rapid transition, rural communities as far from the sea as any part of Northern England and seaside resorts which hold high place in holiday makers' favour. One third of the population is in industrial Cleveland, one half within ten miles of the sea.

The diversity is reflected in the 407 schools with over 2,100 teachers and a school population of over 56,000 in 353 primary and 48 secondary schools and departments, 3 hospital schools, 2 residential special schools and 1 day special school. One nursery school is included in the primary schools and the secondary schools comprise 15 grammar, 1 grammar and modern, 30 modern and 2 technical schools.

During 1958, 12 new secondary schools, 5 new primary schools, a second special school for the Cleveland area, a new technical college at Scarborough, a further extension of the new Cleveland Technical College and major extensions to 8 existing schools will be in the course of erection. In addition to providing school places for the increasing number of school children, the complete reorganisation of rural areas in the North Riding is expected to be accomplished by 1960.

The Scarborough Technical Institute which includes, as a department, the Scarborough School of Art, has an annual enrolment of nearly 2,000 full-time and part-time students. North Riding students also attend Technical Institutions in neighbouring areas, particularly at Darlington, Middlesbrough, Stockton and York, or are catered for in Evening Institutes in the towns and villages of the Riding. The first instalment of the new Cleveland Technical College at Redcar, which is to cater for the expanding industries in the east Tees-side and Cleveland areas, opened in September, 1957, and a second instalment is expected to be completed by September, 1958.

In addition to 9 County Youth Clubs, mainly in urban areas, there are strong voluntary Youth Organisations, particularly

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the North Riding Federation of Young Farmers' Clubs and the North Riding and Scarborough Associations of Mixed Clubs and Girls' Clubs.

The North Riding Training College at Scarborough is a constituent member of the Institute.

Residential Short Courses in Adult Education are held throughout the year at Wrea Head College, Scalby, near Scarborough, with an annual attendance of the order of 1,300 students.

The School Meals Service caters for over 27,000 children at 369 schools and the proportion of children taking the mid-day meal is 49 per cent of the total number on roll.

Agricultural education is served mainly by the Yorkshire Institute of Agriculture at Askham Bryan but some North Riding students attend the East Riding Institute, and for courses not provided in Yorkshire students are assisted to go further afield. For degree course students attend the University of their choice.

CITY OF WAKEFIELD

Wakefield, the administrative centre of the West Riding, has a population of 60,380 (1951 census) and is the centre of a thickly populated urban and industrial area. Two of the three secondary grammar schools are "Direct Grant", and the Queen Elizabeth Grammar School is one of the most famous of the old endowed grammar schools. There are five secondary modern schools, 24 primary schools (organised in 30 departments), two domestic science centres and two handicraft centres, one hospital special school, one seaside school and one E.S.N. school. The educational system has long been reorganised on the basis of the Hadow Report, and further developments are proposed in the development Plan prepared under the Education Act of 1944.

The Technical and Art College, which at present has approximately 3,000 full-time and part-time students on the roll, provides many courses, including those leading to the National Certificates and the City and Guilds Certificates. In addition, there is a large Mining Department and extensive workshop accommodation for Engineering. The Art Department offers courses in all branches, including a two-year course of Industrial Art, a five-year course for the Ministry of Education Intermediate Art Examination, and day classes for apprentices in the industrial crafts.

Provision for the leisure time of young people and facilities for social and recreational activities to assist in their physical, mental

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and spiritual development is recognised a an integral part of the Education Service of the City, and 28 organisations are affiliated to the Youth Committee.

THE WEST RIDING

The West Riding, with a population and an acreage of over a million and a half, is one of the largest administrative areas in the country, and includes not only densely populated industrial areas, but also extensive rural areas, each with its own problems, for the solution of which the Authority have put forward, in consultation with the local interests concerned, varied and far reaching proposals in their Development Plan for Primary and Secondary Education and Scheme for Further Education.

There are more than 264,000 children and nearly 10,000 teachers in the Authority's 1,300 primary, secondary and special schools. Some 75,000 students enrol in the Authority's twenty-two major Institutions of Further Education and a number of Evening Institutes, and about 27,000 county students attend Further Education Institutions maintained by other Authorities. The total annual expenditure is almost £22 million. The major and minor programmes of school building and improvements include provision for the reorganisation of the remaining all-age schools and for handicapped (especially E.S.N.) children, and several new secondary schools which will include provision for technical education at all levels. The additional accommodation required for the increased numbers of children who will be in secondary schools in the next ten years is being provided partly in the new form of mobile West Riding classrooms. The deficiency in selective secondary school places in certain areas of the county is being rectified by large extensions at several grammar schools. The Authority run the Youth Employment Service and continue to expand their Youth and County Library Services.

In the last few years the Authority have sought to break down the rigidity of the procedure for the allocation of children at 11 plus to secondary education and to facilitate the transfer of children at all ages to schools more suited to their aptitudes and abilities. A generous scheme for the grant of Major Awards is operated. For borderline candidates the scheme takes into account personal as well as academic qualities. The appointment of full time principals to organise further education in certain areas forms part of the Authority's plan to develop education for adults, for which a residential centre at Grantley Hall, near Ripon, already exists. A Schools Bulletin, String Quartet, Schools Museum Service, collection of original Art, new school caretaking techniques, a School

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and Youth exchange scheme with Germany are also recent developments in various fields of the Authority's work. In order to ensure that children have the most stimulating surroundings in which to work, the Authority have undertaken large schemes of redecoration and refurnishing of schools.

Perhaps the greatest importance is attached, however, by the Authority to their Training Colleges. In addition to Bingley Training College, which is a constituent member of the Leeds Institute of Education and has been in existence for many years, three other training colleges have more recently been established. Two of these are attached to the Leeds Institute: Bretton Hall, specialising in Music, Art and Drama, and Ilkley College of Housecraft for the training of teachers of Domestic Subjects with particular emphasis on Art in the Home. Lady Mabel College at Wentworth Woodhouse specialises in Physical Education and is attached to the Sheffield Institute. A residential college for "refresher" courses for teachers has also been established at Woolley Hall, near Wakefield, and is attached to the Leeds Institute. In addition vacation courses are run at Bingley and at Ilkley and sessional courses in many centres, as well as supplementary courses for serving teachers at Bingley, Ilkley and Lady Mabel Colleges. The Authority have also the Yorkshire (W.R.) Institute of Agriculture at Askham Bryan, where there is at present residential accommodation for some 80 students taking a year's course in agriculture and horticulture.

CITY OF YORK

The school population of York County Borough is 17,800. At present, education is provided in 42 primary schools (including 1 nursery school), 12 secondary modern schools, and 4 maintained grammar schools. There are 2 day special schools, one for educationally sub-normal and the other for delicate and partially-sighted children. The present number of full-time teachers in primary, secondary and special schools is 687. Re-organisation in the area is complete, all secondary education being provided in separate schools. Approximately 20 per cent of the age group are receiving secondary education in grammar schools, in each of which large sixth forms are maintained with a wide variety of courses. Junior full-time courses in Further Education are provided for pupils leaving secondary modern schools at the age of 15. Altogether about 35 per cent of the age group in the City are now receiving full-time education at least to the age of 16.

Major awards on the same scales of assistance that apply to State

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Scholars are available to all suitable students undertaking University courses and senior courses in Further Education.

The Development Plan for Primary and Secondary Education was approved by the Minister in February 1948. This contemplates the provision of two main types of secondary school, with considerable variety of approach in individual schools within those types. Many new buildings will be erected and so far seven large new secondary modern schools are completed, and seven large new primary schools. Substantial extensions to the three County Grammar Schools have either been completed or are approaching completion. These extensions have been built particularly to meet the needs of the curriculum in science.

A varied programme of all forms of Further and Technical Education, including junior full-time courses in Commerce, Building, Engineering and Art, is provided. A pamphlet called "Further Education in York" is available from the Education Office. Substantial additional temporary accommodation for Technical Education has been provided since 1945; the first instalment of a large new Central College of Further Education was opened for instruction in 1955, and the second instalment is under construction. In the 1956-57 session, apart from various classes for 1,943 adults, there were 549 full-time and 3,822 part-time students in Technical and Commercial Education, and 46 full-time and 635 part-time students in Art Education. In addition, there are two Day Continuation Schools, one for boys and one for girls, ultimately to be replaced by the new County Colleges. The Further Education Scheme of the Authority was approved by the Minister in 1950. The Youth Service is well developed, and details are available in a separate Youth Handbook.

In addition to the professional administrative staff, there are organisers in Physical Education, Youth Service, Domestic Subjects and Needlework, and School Meals, and a full-time Educational Psychologist working in an established Child Guidance Clinic.

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INITIAL TRAINING COURSES

ONE YEAR COURSES

GENERAL

Admission to one year courses is limited to graduates, or to holders of appropriate specialist qualifications of high standard. Applicants who wish to obtain Qualified Teacher status should note that the Regulations of the Ministry of Education require the Institute's specific approval of admission to one year courses of students not in possession of a degree of a British University.

INDIVIDUAL INSTITUTIONS

UNIVERSITY OF LEEDS DEPARTMENT OF EDUCATION

The course is both theoretical and practical. There are three periods of teaching practice during the year, together lasting for at least 12 weeks. Visits are also paid to schools of different types and from time to time to other places of educational interest.

Lecture Courses are provided as follows:

I **General Courses**

1 The theory of education

2 Educational psychology (elementary)

3 The history of the educational system of England and Wales

4 The sociological basis of education

(Courses are provided on methods of teaching the various school subjects. Students are required to take any two of these courses. For candidates taking a course in methods of teaching English a reading test will form part of the examination.)

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II Special Courses

1 (a) Education and society
(b) Educational psychology
(c) Education in other countries
(d) The history of education in Great Britain before state intervention
(e) An introduction to philosophy
(f) Examinations in secondary education

2 (a) The secondary school
(b) The primary school

III Practical Courses

1 Art
2 Crafts
3 Music
4 Drama
5 Physical activities

IV Optional Courses

1 Elementary English method
2 Elementary Mathematics method

(These courses are designed to help students who are not qualified in these subjects but who might be called upon to teach them as non-specialists in secondary modern schools.)

Students are expected to attend all the courses in section I and one course from each of the three sections II 1, II 2, and III. The courses in section IV are optional.

Courses in health education and in voice and speech training are provided for all students.

A special course in the coaching of games and athletics may be taken as part of the course for the Graduate Certificate in Education. It is limited to a small number of selected candidates and at present is open only to men. Further particulars can be obtained from the Head of the Department of Physical Education.

Students are required to submit by the 1st May either (i) an essay of approximately 12,000 words, or (ii) three short essays, or (iii) some other comparable piece of work (approved by the method tutor). In each case the work would normally deal with methods of teaching a particular subject or subjects.

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BRETTON HALL

The subjects of compulsory study are as follows:
Principles and Practice of Education
Physical Education
English
Music in Education
A course in Religious Knowledge is available for students who wish to take it. Religious Education *or* English *or* Games may also be taken as an additional subject.
All students will be expected to take part in general training in the Arts as offered by the College.
All one year students are trained to teach in secondary schools.

Principles and Practice of Education

As for the Two Year Course (page 131)

Physical Education

The course is designed to give students an understanding of some aspects of Physical Education and their significance in the growth and development of boys and girls.
Movement as a medium of expression in Drama and Dance is studied through practical experience and observation. The course also includes Games, and a limited number of other recreational activities.
It is not intended, except in special cases, that the course should prepare students to teach Physical Education.

English

1 All students will take a course in English, part of which is designed to develop their written and spoken English and to enable them to express themselves clearly and accurately. A brief study will be made of the growth and structure of the English Language and current usage, and training offered in the criticism and appreciation of prose and poetry.

2 It is hoped that literary interests will be stimulated and extended by the introduction to English prose and poetry. A general review will be given of the relationship of poetry to the other arts. There will be a study of certain poems. Special opportunities will be provided for the development of knowledge and experience in the field of drama. One play by Shakespeare and one play by Shaw will be treated in detail.

3 An additional course is provided for those students who intend to teach English.

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Music

The course of each student will be based on the syllabus of the Two Year Course (page 133) and planned in the light of initial qualifications and experience. Special emphasis will be placed on the educational aspects of the course, and particularly on the place and teaching of music in secondary schools.

Religious Knowledge

As for the Two Year Course (page 137)

Additional Courses

(Students may take Religious Education and/or one other of the following.)

RELIGIOUS EDUCATION

As for the Two Year Course (page 138)

ENGLISH

The course consists of Section III of the Two Year Course (page 133).

GAMES

As for the Two-Year Course (page 138)

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CARNEGIE COLLEGE OF PHYSICAL EDUCATION

An initial course of training is provided for graduates seeking recognition as qualified teachers. Qualified teachers are also admitted (see page 240 **Supplementary Courses**), but are not required to take the lectures in Principles and Practice of Education or to be re-examined in the teaching of academic subjects.

Principles and Practice of Education

I 1 The meaning and purpose of education in relation to
   (a) Individual and social life
   (b) The nature and powers of the child
 2 Main agencies of education
 3 Organisation and administration of education in England
 4 Personality and character, with particular reference to the period of adolescence
 5 Development of the child: intellectual, social, moral, aesthetic and physical
 6 The process of learning
 7 The curriculum
 8 A survey of methods of teaching and learning
   (a) The organisation of learning
   (b) General characteristics of the learning process
   (c) Forms of learning and procedure in teaching

II An outline of Greek educational thought and practice

III Teaching practice

Anatomy and Physiology

I 1 A review of the tissues of the body with a brief reference to their embryological origin
 2 The structure of organs
 3 The development and growth of bones with particular reference to long bones; the general anatomy of joints
 4 The endocrine glands
 5 An anatomical outline of the circulatory, respiratory alimentary and genito-urinary system sufficient to facilitate physiological study

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6 The anatomy of the limbs, particularly the main muscle groups, their actions and the mechanism of joints; musculature and mechanisms of the trunk in less detail; special attention to muscle action and the group action of muscles

7 The nervous system including the autonomic system

8 Surface anatomy (with demonstration of dissected parts)

II A survey of the physiological systems of the body and the means by which they are co-ordinated, having special reference to muscular activity; the application of physiological principles to physical training, physical education and health education

Health Education

1 The health education of the child; personal hygiene; clothing and footwear; home relations; first aid in schools

2 Diet; the school meals service

3 Fatigue; rest and sleep; the common ailments of children; infectious diseases

4 The preservation of normal vision and normal hearing; common defects; testing sight and hearing

5 Carriage; common defects of standing and sitting postures

6 The principles of ventilation, heating and lighting, siting of school buildings and playing areas

7 The social services, including the school medical service, national health service and the school dental service

8 Mental and physical deficiency; special schools; education of blind, deaf and epileptic children

Principles and Practice of Physical Education

I 1 The general principles of physical education as an aspect of education; the psychology of play; play as a medium of education at different ages; play as recreation

2 A study of the theory of movement and appreciation of quality in movement

3 The common defects of carriage and the use of corrective exercises in schools

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4 The classification of exercise in general and of gymnastic movements in particular; construction of lessons and use of equipment at different ages (primary, secondary and adult), including the full range of equipment in a gymnasium and on an athletic track

5 Teaching technique, including formal and informal methods; the teaching of swimming and life-saving; athletics and games coaching; an introduction to dance movements and to national dancing

6 Other aspects of physical education, including open-air pursuits and the work and scope of the Central Council of Physical Recreation

7 The history of physical education, with special reference to the Greek ideal, the influences of the Middle Ages and the Renaissance period; trends in school physical activities and in adult recreation in the twentieth century and recent developments

II Practical work in the main aspects of physical education: gymnastics, swimming, athletics, games training and camping Recreational training will include the major games and activities such as fencing, boxing, basket ball and open-air pursuits.

III Teaching practice in both secondary and primary schools Secondary experience will include practice in grammar schools, secondary modern schools and a technical school, arranged as far as possible to suit students' needs.

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HUDDERSFIELD TRAINING COLLEGE

The content of the course is mainly based on the grouping suggested in paragraph 440 in Chapter 14 (The Training of Technical Teachers) of the McNair Report.

During the first two weeks all students attend lectures and tutorials dealing with aids to study, clear thinking, and speech.

Subjects are dealt with in lectures and tutorials. There is guided reading; written work is required.

Under each section the broad scheme is as follows:

Principles of Education

Aims in technical education

The lives and work of selected philosophers and teachers

The growth and development of the English educational system with special reference to the growth of technical education

The impact of psychological thought during the past century on teaching method

Organisation and administration of education with particular reference to further education

Social factors in technical education

Comparative education with particular reference to technical education

Practice of Education

The principles of class teaching, including

1 General principles with particular reference to the adolescent age range attending technical classes

The learning process; individual differences; characteristics of growth and development, with particular reference to adolescence

The teacher in the classroom: arousing and maintaining interest; class questioning; class management; discipline

Aids to teaching: use of blackboard and modern visual aids; radio; models; the workshop, laboratory or practical room

Activity methods: projects, centres of interest; assignments; surveys; exhibitions; tutorial and discussion groups; visits

Methods of assessment: standardisation of marks; cumulative records

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Records of work; organisation of a session's work and a lesson period; organisation of laboratory and workshop teaching; skill and the teaching of skills

2 Methods of teaching particular subjects

The particular subjects chosen will vary according to the needs of students; *e.g.*, for builders: mathematics, science, building construction, building geometry, trade theory, workshop practice, builders' quantities; for commercial students: English, history, geography, economics, law, commerce, office arts

Lectures and demonstrations concerning appropriate teaching techniques

Consideration of levels of general intelligence and special abilities essential to successful study of the subject; test of achievement; prognostic tests of aptitude

The place of the subject in industry

The history of teaching the subject

Background of Students

Interests, range of capacity, social environment, working conditions and general outlook

Industrial and Commercial Contacts

Visits to local industry and commerce are undertaken on a specialist basis.

All students attend a course in English and Speech Training.

There is twelve weeks' teaching practice. (Students practise in relevant departments of Technical Colleges, and a few in Secondary Technical Schools; the General Subjects students practise either in Day Continuation Schools or in Technical Colleges.)

Students are assessed on a progressive scheme. The following points are considered: evidence of reading, contribution to tutorial discussions, written work, contribution to the corporate life of the College. Special subjects assessments are also given. Teaching practice assessments follow the usual pattern.

A number of optional courses are arranged in the evenings. They include: religious instruction, sex education, film appreciation, music appreciation, English literature, drama, delinquency.

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CITY OF LEEDS TRAINING COLLEGE

(ONE YEAR COURSE FOR HANDICRAFT TEACHERS)

I Principles and Practice of Education

The meaning and purpose of education

The social bases of education

The organisation of education

The characteristic needs and growth of children

The nature of human learning

Measurement in education

The curriculum in schools and other educational institutions

General principles of method; the teaching of Handicraft

Special educational problems and treatment

Observation and teaching practice

II English

Written English (composition, note-making, precis, etc.)

Spoken English

Some reading in Literature, *e.g.*, a Shakespearian play, an anthology of poetry and some books related to crafts

(The details of the course will be adapted to the abilities and interests of individual students.)

III Art and Crafts

A study of the history of Art and Craft in relation to everyday life and the crafts of particular significance to the students

General practice in the use of materials and improvisation of apparatus in collaboration with the various departments of the College

Practical experiment in design, media and processes and the development of the students' personal powers of expression; further craft-work in wood and metal, with emphasis on cultural and aesthetic values, and introducing aspects of some crafts in which the students have had little or no previous experience

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CITY OF LEEDS COLLEGE OF ART

(Teacher Training Department)

The course aims to interest the student in matters outside his own sphere of specialisation, and to enable him to appreciate the importance of his subject in human affairs, and its possibilities as an educational medium. He is encouraged to think for himself in order to assess the value of the ideas and information presented to him.

There are four main aspects:

I Lectures and discussions
II Practical teaching
III Writing and speech
IV Art and Craft practice

I General Course

1 Aims of art in general education
Children's drawings and the nature of child expression in relation to teaching methods
Present-day methods in the teaching of art in relation to current educational thought

2 Organisation and class management
Preparation of lessons and schemes of work
Relation to other aspects of school work
Design and equipment of the art room
Improvisation

3 (a) Educational System as illustrated by school buildings in Leeds and district
Definitions: Nursery, Infant, Primary, etc.
Selection at 11+; Intelligence Testing
Art in relation to various types of schools
Relevant reports, circulars and pamphlets

(b) Art education since 1851, especially as illustrated historically by the Leeds College of Art
Current problems in art education
Further Education
Teacher Training

4 General study of art in relation to life with special reference to locality
Work of the Arts Council, Council for Industrial Design, and such bodies

There is also a special course on the principles of education provided by the staff of the University Department of Education.

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II Not less than sixty days, or the equivalent, of supervised teaching practice

Demonstration lessons and criticisms

III Essays, debates and discussions on topical subjects
Each student is required to give at least one illustrated lecture and to prepare a thesis.

IV Students study crafts suitable for secondary schools, and one other craft which encourages qualities not demanded in previous training.

ST. JOHN'S COLLEGE, YORK

I Students taking the one year course take all the courses set out in Sections I, II and III of the syllabus for the two year course.

II Each student in addition

1 does some supervised study in one of the subjects included in Section IV and

2 takes two short courses in Section V.

No examination is set for work done under II 1 above, but for I and II 2 examination and assessment take the same form as with two year students who cover the same ground.

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TWO YEAR COURSES

GENERAL

The work of students is divided into five main sections, based on the subject-areas specified in Regulation 6 of the Institute's Regulations for the Award of Initial Training Qualifications (page 22), as follows:

I Principles of Education

II Practical Teaching

III English

IV Special courses intended primarily for the students' own development

The varying choices available are listed under the individual colleges.

V One or more courses or groups of courses of varying length and weight, the number depending, among other things, on the amount of work undertaken under III and IV

The nature of these courses, and the conditions under which they may be taken, are explained under the individual colleges.

Suitable courses in Religious Knowledge are available in every college for students desiring them.

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COMMON SYLLABUSES

These are syllabuses used by more than one College. It will be realised that in some subjects there are no common syllabuses. Syllabuses peculiar to individual colleges are given under the heading of the colleges concerned.

SECTION I

Health Education

(all colleges)

The aim of the course is to enable students to acquire an understanding of the general principles governing the maintenance of bodily health, and special knowledge of the physical needs of children.

1 The characteristics of living things
   (a) How the human body works
   (b) Growth and development from birth to maturity

2 The promotion and maintenance of health as it affects the school child
   (a) The school as a place for healthy living
   (b) Feeding the school child
   (c) Recognition of departure from normal health
   (d) School Health Services

3 The child in society
   A study of the influences of neighbourhood and family background on health

4 Methods of promoting the ways of healthy living

5 Practice of First Aid to meet school needs

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SECTION IV

Art and Crafts (Bingley, City of Leeds, Ripon, St. John's)

Three Special courses are provided as follows:

I ART

1 Art and Crafts in the life of the community

Appreciation of contemporary art, architecture and design in everyday things; some knowledge of the art, architecture and craftsmanship of the past, with relation to social conditions

2 Art and Crafts in the schools

The influence of Art and Crafts in the schools, and the problems involved in the teaching of these subjects

3 The Practice of Art and Crafts (introductory stage, intended for all students before they specialise)

The expression of ideas and feelings in line, form and colour in a variety of media; design in terms of materials and simple craft processes

4 The further development of section 3 through such media as painting; illustration and its ancillary subjects, *e.g.*, lino-cutting, lettering; fabric-printing and embroidery; design in three dimensions, *e.g.*, modelling, stage design and puppetry

II CRAFTS

1, 2, 3 as above

4 The study and practice of one or more crafts such as needlework, dressmaking, embroidery, weaving, puppetry, bookcraft, woodwork, metalwork, modelling, carving, pottery and toy-making

III ART AND CRAFTS (not Bingley)

1, 2, 3 as above

4 A selection of work from sections 4 in Courses I and II equivalent in content to the amount of work normally required in either Course I or Course II

Mathematics

Either

COURSE A

(Bingley, City of Leeds, Ripon, St. John's)

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Algebra

Manipulation and evaluation of formulae
Simple theory of equations
Resolution of rational fractions into partial fractions
Indices and logarithms
Arithmetical and Geometrical Progressions
Use and computation of simple series of general term $an+bn^2+cn^3$

Geometry

Properties of rectilinear figures and circles including Simson's Line, Ptolemy's Theorem and the theorems of Ceva and Menelaus
Mensuration of prisms, pyramids, cylinders, cones and spheres

Trigonometry

Use of trigonometrical ratios, graphs, addition formulae
Properties of triangles and associated circles
Numerical solution of triangles
Problems in two and three dimensions involving solution of triangles
Solution of simple equations

Co-ordinate Geometry

Straight lines, circle, parabola, ellipse and hyperbola studied by means of rectangular co-ordinates (The general equation of the second degree is excluded.)

Calculus

Differentiation and integration of easy algebraic functions, trigonometrical, logarithmic and exponential functions
Application to rates of change, tangents and normals, maxima and minima, areas and volumes, and centres of gravity

Statics

Moments; triangle and parallelogram of forces; simple frameworks
Friction, inclined planes, machines
Easy cases of equilibrium

Dynamics

Uniform and uniformly accelerated motion; simple projectiles
Force, acceleration and mass; work and kinetic energy
Impacts and momentum; coefficient of restitution
Uniform motion in a circle

or

COURSE B

(Bingley, Ripon)

I The first five sections of Course A

II A course of study in the History of Number, including an essay on some topic from this subject

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SECTION V

Art and Crafts

Three two year courses are available in Section V, with the same syllabuses as the three Special courses specified above in Section IV; but students taking courses in Section V will not be expected to show evidence of as wide a knowledge or experience.

Students taking a one year course in Art and Crafts may take a selection from the two year syllabuses according to their individual needs.

Mathematics

TWO YEAR COURSE (City of Leeds, St. John's)

1 Material suitable for Primary and Secondary Modern School Mathematics, including the methods of presentation

2 Work to improve the ability of the student to apply his mathematical knowledge to problems of a practical nature, including:

Arithmetic of everyday use

Simple Algebra

Practical Mensuration and Geometry

Elementary Trigonometry

Elementary Mechanics

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BINGLEY TRAINING COLLEGE

SECTION I

Principles of Education

Study of the stages of growth through childhood and adolescence General understanding of development and needs from birth to maturity with a more detailed study of one selected stage, based on direct observation and experience with children in various situations

(a) Bases of development, physical nature and psychological endowment

(b) Processes of learning

(c) Personality and character in their intellectual, social, moral and aesthetic aspects

(d) Individual differences; origin and diagnosis; significance

From experience in teaching based on first hand observations of psychological differences connected with the various stages of growth,

(a) General principles of method underlying the acquirement of knowledge and skill and the development of appreciation

(b) The role of the teacher

(c) School organisation and curriculum in relation to the child's needs

(d) Measurement of ability and attainments

Social background

(a) Study of the child as a member of society

(b) Interaction of child and environment; social rights and obligations

(c) Health of the school child; practical work as outlined in the Health Education Syllabus

(d) Neighbourhood study

An introductory study of subjects in the school curriculum as a background to work in the classroom

Historical background and present position

Survey of the growth of educational thought as illustrated by the work of pioneers in education

Study of the English system of education

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Health Education

The syllabus follows the general lines of the common syllabus (page 109) and is planned in conjunction with the Education and Natural Science syllabuses. Its purpose is to give each student a knowledge of the factors which influence child health, and opportunity to investigate how far a particular school and the neighbourhood contribute towards this.

1 The characteristics of living things

2 The health of the school child

(a) The school as a place for healthy living

(b) Feeding the school child

(c) School Health Services

3 The child in society

A study of the influences of neighbourhood and family background on health

4 Growth and development from birth to maturity

5 Practice of First Aid to meet school needs

6 Methods of teaching the ways of healthy living

The course will give opportunities for individual and group investigation, recording of material and discussion, and will include specialist lectures.

Physical Education

Primary Schools

The course is designed to give students an understanding of the young child's need for movement and to enable them to cater for that need in the school programme.

The course includes:

Observation of the child moving

A study and analysis of movement in relation to the needs of the child

The development of movement as a medium for expression

The development of games playing and games skill

The study of portable and climbing apparatus

Secondary Schools

This is a non professional course. It is designed to meet the students' own needs and to show the value of physical education in education.

Courses in Physical Education are also available under Sections IV and V.

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SECTION II

Teaching practice and observation in various types of schools

SECTION III

English

Literature

A study of Drama with special reference to three selected plays

A study of the novel with special reference to three selected novels

A study of two prose books to be chosen from books of travel, biographies and books of speculative prose

The Iliad or *The Odyssey* in an English translation

Reading on a special topic to be chosen by the student, *e.g.*, biography, the nineteenth century novel, Elizabethan drama, twentieth century drama, twentieth century poetry, the heroine in fiction, nature in English poetry, the child in literature

An introduction to the sources of children's stories in myth and legend

A selection of poetry, including a good deal by modern writers Lectures in various other aspects of literature according to the needs of the group and the interests of the lecturer concerned

Language

The aim is to enable the students to understand the full meaning of what they read, to appreciate the means used by the writer in achieving his purpose, and to express themselves in a clear, correct and interesting way.

Speech

The course is planned to help the students to a greater appreciation of good speech and reading, through such activities as dramatic work, practice in reading aloud and debate. It includes a short course in phonetics and voice production. Use is made of recordings of students' own voices.

Professional Training

There are lectures and discussions on the teaching of English in schools. Some of the work in speech and drama is directly related to the teaching of children.

English Literature may also be taken as a Special course (page 120).

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SECTION IV

(Only one Special course will be taken by each student.)

Art and Crafts

Variants of the course are available as follows:

ART

1 The development in the student of a personal mode of expression by

Either

Experience in a variety of media, such as pencil, pen and ink, gouache, water colour, oils, followed by individual work in a particular field, *e.g.*, monochromatic work, still life in a variety of media, imaginative work;

or (in certain cases where a student's proclivities in a particular field are already marked)

Practice in a narrower field from the beginning of the course

2 A critical and appreciative study of an aspect of Art, *e.g.*, portraiture through the ages, contemporary English painting

CRAFTS

Students taking this course should study not more than two of the following crafts. All students will be expected to select and develop a piece of independent work, which should arise from their work on the course and which may take the form of either written or practical work, or both.

NEEDLEWORK

The study of contemporary fashions and fabrics

The making of as wide a range of clothing as possible, involving variety in materials and processes, and including one piece of hand sewn lingerie

The choice, care and use of equipment

Needlework in schools

EMBROIDERY

Some embroidery may be included in the needlework course, according to the needs of individual students.

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BOOKCRAFTS

Students are encouraged to explore the possibilities of their tools and materials to gain experience in traditional methods of construction, and to have a background knowledge and appreciation of their craft.

POTTERY

Students are encouraged to discover for themselves the possibilities and limitations of clay; to gain experience in traditional shaping processes and forms of decoration; and to study the background and appreciation of pottery.

FABRIC PRINTING

Experiments with methods of printing in dyes on a variety of fabrics including tie dyeing and batik

Planning of blocks for printing for a specific purpose

Simple experiments in screen printing leading to production of printed fabric

PUPPETRY

Development of appreciation of the imaginative possibilities of puppetry in all its branches

Experiments with all kinds of materials in the making of puppets

Making of puppets of various types: glove, rod and shadow puppets and marionettes

Production of finished shows

APPARATUS AND TOYMAKING

Experience in the use of materials in the making of toys and apparatus

Imaginative approach to soft toy designing

Use of wood in the planning of toys and large apparatus and some methods of finishing

WEAVING

Experiments with all types of yarns and warp variations including braid making, table looms, hand looms

Development of an individual and imaginative approach to a traditional craft

Some study of historic and contemporary designs and how these can be adapted to individual development

Courses in Art and Crafts are also available under Section V.

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English Literature

Poetry

English poetry: a general survey and a special study of the following:
The Elizabethan Lyric
The metaphysical poets
Milton
Pope
A nineteenth century poet
Twentieth century poetry, including Eliot: *Four Quartets*
The Iliad or *The Odyssey* in an English translation

Drama

A study of Drama based on a detailed study of at least six plays chosen from the following groups:
Greek; Mediaeval; Elizabethan; Restoration; Eighteenth century; Modern

A study of the novel with special reference to three selected novels

A study of two prose books to be chosen from books of speculative prose, biographies and books of travel

An introduction to the sources of children's stories in myth and legend

Criticism

An introduction to critical theory based on:
Aristotle: *Art of Poetry*
Sidney: *Apologie for Poetry*
Pope: *An Essay on Criticism*
Wordsworth: Preface to *Lyrical Ballads*
Shelley: *Defence of Poetry*
Day Lewis: *A Hope for Poetry*
Eliot: *Selected Prose* (Penguin)

A long essay to be written on an approved subject of the student's own choice

Language, Speech, and Professional Training as in Section III

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Geography

Either

COURSE A

Local Geography

Aspects of the local environment will be studied to give training and experience in direct observation, methods of investigation and recording of geographical data, to acquire standards of comparison, to foster a realistic approach to further studies, and to ensure an understanding of the principles and concepts of geography.

Studies in World Geography: Physical and Human

Physical

The earth as a planet: its composition, its movements and their effects
The earth's crust: rocks and structure, land forms and relief, drainage and soils
The elements of climate, climatic types and regions
Natural vegetation and animal life
Natural regions: concepts, criteria and significance

Human

Modes of life, types of societies, culture patterns: sample studies
World economy; some fundamental considerations and selected studies of large scale production of food and raw materials

Communications

The regional geography of a selected area

An individual study of the student's home area, based on independent investigation and presented in the form of a dissertation

or

COURSE B

The British Isles

Local study (as in Course A)
Regional studies, selected
The utilisation of the land for agriculture
The geographic bases of industrial development and distribution, and of home and foreign trade
Types of settlement: distribution of population
The planned use of land and resources; Twentieth Century developments

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Geography (*continued*)

World Studies

Modes of life, simple and advanced, studies within the broad framework of Natural and Human regions; evolving societies *e.g.*, in Africa, Latin America, U.S.S.R.

World production of food, raw materials and power; world trade and communications: selected studies

Selected studies in Regional Geography

The peoples of the world: distribution of races, languages and religions; population densities, irrigation problems

Investigation of special topics, *e.g.*, the geographical factors involved in a current world problem

Achievement of international co-operation in the unification of the world and an examination of experiments in international co-operation for constructive purposes

Advances in techniques and scientific knowledge making possible the more effective utilisation of the world's resources and improved living standards

Studies in Physical Geography will be made at appropriate stages of the course.

Opportunites will be given for group work and invididual investigation, and experience in using varied sources of information.

History

Either

COURSE A

Britain and Europe

A general study of Britain in relation to Europe from the time of the Roman Empire, together with a more detailed study of her political, cultural and economic relations with at least two individual European countries

I Britain and the Roman Empire

Britain as part of Christendom

Britain in a feudal Europe

Europe in Renaissance

Britain and the hegemony of Europe

Relations of Britain and the British Empire with Europe in the Nineteenth Century

Britain in Europe to-day

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II Closer study of British relations with selected European countries

Students taking this course will undertake a piece of individual work, preferably as an extension of Section II.

or

COURSE B

The expansion of Europe

Europe in classical times
Europe in the Middle Ages: growing knowledge of East and North West
The age of discovery
The age of colonization: varying colonial systems
Eighteenth Century struggles for colonial supremacy and further discoveries
The United States
The War of Independence
The moving frontier in America
The American Civil War
Colonial Developments in the Nineteenth Century
The Twentieth Century scene: British Commonwealth of Nations; the United States; Russia

Students will be expected to undertake a piece of individual work which will involve a further study of some aspect of the general scheme, and which may be developed along geographical or economic lines if so desired.

Mathematics

Common syllabus, *either* A *or* B (page 112)

Music

Practical Work
The study of a principal instrument and/or of the voice
Beginning a stringed instrument by the class method
Treble recorder playing
Piano accompaniment
Transposition at the keyboard
Dictation

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Music (*continued*)

Sight singing using solfa principles
Elementary conducting
Ensemble playing

Students will offer a programme of prepared work from at least two periods of musical history, one of which shall be contrapuntal. They will also read a piece from sight.

General Musicianship

Analysis of folk songs, the suite, fugue, sonata form, etc.
Writing melodies for voice or recorder, adding parts for practical use, either vocally or instrumentally
Outline study of the history of music
More detailed study of the music of the period selected by the student, with a knowledge of the social, historical and cultural conditions prevailing

Choral Singing

Unison and part singing
The study of a choral work leading up to combined rehearsal and performance with a four part choir

Professional Music

The teaching of music reading vocally and instrumentally by the use of percussion and recorders
Building up a song repertoire for school use
Understanding the voice and the principles underlying good singing
Ability to make full use of the gramophone and to have an extensive knowledge of available records
The study of School Music Broadcasts, and the value of them as additions to classroom teaching

Physical Education

A course planned to deepen the students' understanding of the significance of movement in the growth and development of the child and its importance in education

The course includes:

A study and analysis of movement and the application of this knowledge to the development of skill, agility and expression
The planning and use of hall, playground, playing field and gymnasium for movement education

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Games playing and games training
The development of outdoor activities with emphasis on their place in the educational programme

Religious Knowledge

A fuller treatment of the Biblical studies outlined in Section V with a study of the Prophetic idea; the development of the Messianic hope; Wisdom literature; a Gospel and an Epistle for fuller study
Church History: the first five centuries
Comparative Religion: Nature of Religion and its development; a brief comparative study of the great religions of the world
A piece of individual work on an approved subject

Science Subjects

BIOLOGY

General treatment with illustrative types
The essential qualities of the living organism, as illustrated by its nutrition, growth, irritability, movement and reproduction
The structure of organisms in sufficient detail only to elucidate the above functions

I Studies will be made from the following groups, only certain types being selected for detailed study:

1	*Unicellular Forms*	Amoeba, Paramoecium, Euglena, Chlamydomonas, Protococcus, Monocystis, Ulothrix, Nostoe
2	*Algae*	Spirogyra, Vaucheria
	Fungi	
	Bacteria	
	Lichens	
	Mosses	
	Ferns	
	Gymnosperms	
	Angiosperms	
3	*Coelenterata*	Hydra, Obelia
	Annelida	Earthworm
	Crustacea	Crayfish, or Daphnia, Prawn
	Insecta	
	Mollusca	Mussel, Snail
	Pisces	
	Amphibia	Frog
	Reptilia	
	Aves	
	Mammalia	Rabbit, Mouse

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Science Subjects (*continued*)

II Evolution

Simple outlines of Evolution and Genetics

III Individual Work

Each student will be expected to make a detailed investigation of a special topic selected from a branch of the subject, which may include field work.

GARDENING

The Plant

General structure and life history of the plant, including internal structure and functions of stems, leaves and roots

Study of some natural orders as represented by common garden plants

Structure and germination of seeds

Plant disease

The Soil and Atmosphere

Soil: its origin, composition, structure and characteristics

The nitrogen cycle; cultivation and manuring; lime

Soil fertility

Soil organisms

Garden Animals

Life histories of common garden pests and beneficial animals

Principles of Plant Breeding

Ecology

The garden as an artificial community

Practical Gardening

Preparation of seed beds; seed growing; care of seedlings; transplanting; recognition of common garden seeds; use of cloches and cold frames

Cultivation of vegetables, fruit and flowers

Rotation of crops, intercropping; successful cropping

Plant propagation: cuttings, layers, grafting, budding

Rhisomes, bulbs, corms, runners

Weeds: eradication and life histories of some common types

Cultivation of a communal plot sufficient to allow of the various gardening operations being carried out satisfactorily

A diary or record of the practical work must be kept by each student.

A piece of written work which is the result of an independent investigation in some topic of gardening, or the care of small livestock, approved by the College

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SECTION V

(Normally two courses will be taken by each student.)

Art and Crafts

ART

Opportunity for further practical experience in painting and drawing

LETTERING

Study of writing and lettering as a means of artistic expression

CRAFTS

Separate courses are offered in each of the following crafts:

NEEDLEWORK

Experience in the making of at least two garments, showing variety in materials and processes

Needlework in schools

BOOKCRAFTS

Students are given experience in the right use of tools and materials with some freedom to experiment, particularly in relation to pattern and graphic work, and are encouraged to have a background knowledge and appreciation of their craft.

POTTERY

Students are encouraged to experiment freely with clay and to have a working knowledge of traditional methods and the background of pottery.

FABRIC PRINTING

Experiments with methods of printing in dyes and production of a sample piece

Designing of blocks and production of at least one finished length

Some consideration of the application of fabric printing in schools

PUPPETRY

Appreciation of the imaginative possibilities of puppetry

Some knowledge of all types of puppets and the producing of a finished play in at least one of them

Value of puppetry in schools

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Art and Crafts (*continued*)

APPARATUS AND TOYMAKING

Experience in the use of materials in the making of soft toys and wooden toys and apparatus

Designing of one large piece of wooden apparatus for use in schools

WEAVING

Experiments with yarns in the production of articles from a selection of the following: braids, inkle loom, rug loom, table loom

Weaving in schools

Games

1 Study of the acquisition of motor skills through the learning of a games skill new to the students

2 Study of the place, introduction and development of games playing in schools

Geography

An introduction to Field work

The study of a localised area outside the British Isles

History

Two courses are provided:

1 Mediaeval: the Mediaeval scene; great achievements and great personalities

2 Modern: from Industrial Revolution to Welfare State

Mathematics

A selection of not less than two of the following to suit the needs of individual students:

The arithmetic of citizenship, *e.g.*, rates and taxes, insurance, electricity accounts

An extension of mensuration to include some elementary geometry and trigonometry

(Graphs related to the above-mentioned topics are extended algebraically.)

Elementary Dynamics

Elementary Statics

The History of Number

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Music

The aims of the course are to build on previous musical knowledge and to give further opportunities for improving the student's practical performance as a pianist, singer or recorder player

The following branches of work will be studied by all students:

1 Simple sight singing using solfa and French time names
2 Descant recorder playing
3 Playing simple music at sight
4 Written work on some chosen aspect of music
5 Ensemble work (instrumental and choral)

In addition facilities will be provided for students to have further guidance in piano playing or solo singing or treble recorder playing and at the end of the course each student will be assessed on a prepared programme.

National Dance

1 A selected study of (a) national dances and (b) historical dance
2 Creative dance developing from the study of the above groups

Religious Knowledge

(Part of this course is available for all students in accordance with the general provisions on page 110.)

Religion in Education

The aim of Religious Education and its place in Education
The growth of religious concepts in childhood and adolescence
School Worship: its form and place
Bible stories
Methods and "Aids" in Religious Instruction
The 1944 Act

The Bible

General introduction to the Bible: its nature and content
Outline history of the Hebrew People and the development of the Hebrew religion
The historical and social backgrounds of the New Testament
The origin of the Gospels
The Life and Teaching of Christ with special reference to one Gospel
The growth of the Christian Church as recorded in Acts and the Epistles and the basic Christian principles as developed in the New Testament

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Science Subjects

NATURAL SCIENCE

Choice of Physical Science, Biology or Gardening based on:

The atmosphere and its constituents

Water and its constituents

Acids, alkalies, salts, with special reference to soil

Heat and light

Magnetism and current electricity, as required for visual aids

Soil: origins, kinds, composition, soil inhabitants

The weather and its influence on plants and soil

Functions of living things with special reference to these functions in the human being

Methods of identification of plants and animals

Methods of using material in school, *e.g.*, growing plants, animals in aquaria and vivaria; care of small livestock; field work or practical work in the garden

Speech and Drama

An outline course is given of the history of drama and of the development of the theatre.

Reading and rehearsing of scenes is designed to give to the students a more detailed knowledge of plays of varied types, practice in expressive speech and some insight into production. All students study movement as a means of dramatic expression. The course is completed by the stage production of scenes of plays, in which every student in the course takes part.

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BRETTON HALL

The subjects of compulsory study are as follows:

Principles and Practice of Education

Physical Education

English

Music *or* Art and Craft *or* Drama

A course in Religious Knowledge is available for students who wish to take it. Religious Education *or* Drama *or* Games may also be taken as an additional subject by students preparing to teach in secondary schools.

Music and Art and Craft students prepare for work in either secondary or junior schools, Drama students in secondary schools only. Those concentrating on primary school work follow a more general course related to the curriculum of the junior school.

SECTION I

Principles of Education

1 Aims, Purposes and Values in Education

2 The student in training

Lecture-discussions to aid the student in his own development in College and as a potential teacher

3 Child Development

(a) (i) Physical development

(ii) Social and emotional development

(iii) Intellectual development

(b) Individual differences

(c) Personality and character

Students will be helped to observe children both in and out of school. These observations will be discussed in tutorial groups and will be supplemented by reading and lectures leading to a broad survey of child development and a more detailed study of particular aspects.

4 The function of the teacher especially as it concerns a teacher of the Arts

5 The English educational system

Students will be trained to teach in either secondary or primary schools and the course will be weighted accordingly. All aspects of the course will be related to education through the Arts.

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Physical Education

A practical study of the underlying principles of Physical Education, and their significance in the growth and development of children, with particular emphasis upon:

(a) Movement as a medium of expression in Drama and Dance

(b) Practice of simple games and games skills

One afternoon a week is devoted to recreational activities of the student's own choice.

The course aims at widening the experience and improving the performance of students through practical work, and also creating an understanding of children's movement by the observation of children at work and play.

Health Education

A study of the principles underlying the promotion and maintenance of health

SECTION II

Practice of Education

Sixty days or the equivalent of teaching practice in various types of schools

SECTION III

English

I Language

A course of lectures on the development of English language from earliest times to the present day

Practice in speaking (especially in dramatic work) and in written comprehension

Appreciation of prose style

(In all essay course work attention will be given to clear and accurate English.)

II Literature

Students will be made familiar with some of the myths and permanent themes in literature, and where occasion arises will attempt dramatic representation of them. Poems and plays will be studied in detail, and an historical sense encouraged through lectures, but the course is primarily intended to introduce students of the arts to poetry and drama in such a way as to deepen and widen their personal approach to the arts. They will also be required to read a number of novels during the course chosen from a representative reading list.

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Poetry
The medieval ballad and lyric
Selections from *The Canterbury Tales*
The Tudor and Elizabethan lyric and sonnet
Donne and the seventeenth century lyric
Parts of *Paradise Lost*, *Comus* or *Samson Agonistes*
The Rape of the Lock
Wordsworth
Coleridge*
Keats
Emily Bronte*
Browning*
Hopkins
Yeats*
T. S. Eliot and poets of the "twenties" and "thirties"
(*The inclusion of these will depend upon the progress of the course at the time.)

Drama
The medieval drama
The Elizabethan theatre with a detailed study of two plays by Shakespeare
One play by Sheridan
Aspects of nineteenth century and modern drama with a study of representative plays
Throughout the course emphasis will be placed on performing and production, with attention to costume design and decor.

III Professional Training

A course of lecture—discussions on the teaching of English with special reference to:
Oral and written expression: aims and methods
A creative approach to drama
Poetry for children and by children
Story-telling
Children's reading in and out of school
The school library
Class projects
Radio, Television, Cinema and Press
The relation of English to the arts in school

IV Course Work (see also under Language)

1 Short essays, set during the course, on poetry and drama
2 Original composition in prose, verse or dramatic form
3 A long essay on a personally chosen literary subject

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SECTION IV

(Only one course is taken in this section.)

Art and Craft

The aims of the course are:

1 To contribute to the development of the students as mature individuals
   (a) by helping them to discover personal forms of expression and to pursue their own work to the highest standard of which they are capable
   (b) by increasing their sensibility through extending and deepening their visual and tactile experience of the world
   (c) by making them aware of their heritage and tradition in art and craft, and enriching their experience through contact with original works

2 To relate the student's own experience to that of children and to art in general education
   (a) by understanding the use of a variety of media which will give children the greatest opportunity for expression
   (b) by discussing forms of activity, subjects, methods of presentation which will allow for this individual form of expression
   (c) by examining children's work and discovering what results may be expected from children of different ages and temperaments, and what help can constructively be given at any stage of a child's development

All students will take a general course, including drawing and painting, modelling and some other craft such as carving, textiles, pottery. A general craft workshop is available where opportunities are provided for experimenting in other media.

Craft studies will be introduced by a short introductory course closely related to work in both art and craft, in which the emphasis is on the development of senses and imagination through the use of stimulating materials.

Students will make a special study of *either* a craft *or* drawing and painting. In the case of the latter, the emphasis may be on either drawing or painting. This study should be pursued to a satisfying and satisfactory standard.

Each student will make a study of some aspect of children's work in art or craft.

Lectures and discussions in the appreciation of the arts will form part of the course.

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Each student will pursue one, or a number of short studies in the form of an art folio; this may include drawings or paintings, reproductions, cuttings with relevant information and original critical writing on the chosen subject.

DRAWING AND PAINTING

Work from observation, from imagination and from memory; pattern making

CRAFT STUDIES

Some of the following:

1 Direct finger modelling, modelling in wire, plaster and reconstituted stone
2 Carving in wood and stone
3 Pottery, including thumb pots, coil pots, pressed pottery, wheel pottery, tiles, clay and glaze decoration, some experience of kilns, basic knowledge of glazes
4 Needlework and embroidery, dyeing, spinning, weaving

In all these crafts special emphasis will be laid on the suitability of decoration to the whole work in scale, type and colour.

Music

The aim of the course is two-fold:

(a) to encourage in students an enthusiasm for their art, with the highest possible personal proficiency in all its branches
(b) to help students to explore ways in which they can foster an informed love of music in children, both as an individual and as a social creative and re-creative activity, leading to the development of a happy and balanced personality

The course covers the following fields:

I General Knowledge of Music
  1 Musical history, literature, form and criticism, both generally and with a special interest of the student's choice
  2 Grammar of music, harmony and composition, including melody writing, two and three part writing, piano accompaniment, simple scoring and arranging
  3 Aural training and sight-singing

II Instrumental and Vocal Performance
  1 Two solo studies, one being a keyboard instrument, and the other an orchestral instrument, or singing
  2 Keyboard skills, including accompaniment, score-reading, harmonisation, improvisation, transposition and memorising
  3 Voice production and song interpretation
  4 Ensemble work
  5 Conducting
  6 Descant Recorder

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Music (*continued*)

III Music in Education

Study and practice in methods suitable for different age groups to partake in:

1 Development of intelligent listening for enjoyment, through study of the great composers, instruments, folk songs, design in music, etc.

2 Aural Training; appreciation of principles of tonality and rhythm necessary for

(a) Music reading, applied to songs, instrumental themes, vocal and orchestral scores

(b) Music writing, including simple dictation, melody making, and other original creative work

3 Vocal and Instrumental Music making, including choirs, orchestras, percussion bands, ensemble playing and class methods in pianoforte, strings, brass and recorders

4 School song repertoire and the development of children's voices

5 Music and related activities: movement, mime and other general subjects

6 Miscellaneous techniques, aural and visual aids, adult education, organisation of festivals and concerts

Drama

The course is directed to the training of teachers of English who will be specially equipped in Movement, Speech and Drama. It is primarily concerned with Drama as a creative activity.

There will be close co-operation with schools to help students to understand the needs of children. Through observation and teaching, students will realise the important role Movement, Mime, Drama and Literature may play in the child's development.

The course in English is designed to enable the student to express himself clearly, both orally and in writing. The treatment of literature is aimed at heightening the student's sensibility through a study and appreciation of prose and poetry. Attention will be paid to Verse and Choral Speaking, and particular emphasis will be laid on the importance of myth and story-telling, with their application to improvised drama.

Students are encouraged to explore and improve their powers of expression through a study of Movement, Dance and Mime. In their own practical work and through observing the movement of children and adults they are given opportunities to appreciate the different qualities underlying the movements characteristic

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of individuals and groups, of occupations, and also of different moods and feelings. They are thus enabled to create and communicate in movement themselves and to evoke from children an imaginative response in movement.

The history of drama, which will include a study of dramatic literature in relationship to the other arts, will form an integral part of the course. Certain plays will be selected for detailed study, and considerable emphasis will be given to performance. Students will be given experience in play-making and production, and introduced to such technicalities as stage-management, lighting and make-up.

1 History of Drama: study of a representative selection of plays from the Greek Drama to the present day; co-ordination with the other departments concerning subjects such as costume, scenic design, model theatres, opera, ballet and music

2 Movement: training in the basic principles of movement; movement as a medium of expression through mime, dance, and dance drama

3 The improvisation and writing of plays

4 Speech training through reading aloud, reciting, story-telling, lectures and oratory

5 Production of scenes or a play

6 Stage technicalities: make-up, lighting, stage managing, auditioning, stage wardrobe

7 Performance in set play

8 Written work based on any of the above sections

SECTION V

Religious Knowledge

1 Religion in School; Religious Knowledge and the daily act of worship; the place of religion in the 1944 Act; the Agreed Syllabus

2 The Old Testament and Apocrypha; the history and religion of Israel including a special study of certain books and parts of books of the Bible

3 The Gospels; the life and teaching of Jesus, including a background study of Palestine in Jesus' day

4 The rest of the New Testament; the growth of the early Church, with special reference to the life and letters of St. Paul

5 The growth of the Christian Church to the present day; other religions of the world

6 The Church in the world; modern problems of life and belief

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Additional Courses

The under-mentioned courses are provided for students preparing to teach in secondary schools. Students concentrating on primary school work will follow a more general course related to the curriculum of the junior school.

RELIGIOUS EDUCATION

Students will take the course available in Religious Knowledge and will attend further classes in methods of Religious Education.

DRAMA

1 A further study of Movement as a means of expression in Drama

2 Its development through improvised drama without speech to spoken drama and finally to the introduction of the written play

3 The treatment of drama in the classroom; observation of children in dramatic work, leading to discussion and practice of teaching

4 Dramatic performance with an introduction to stage-management, make-up, and lighting

GAMES

This course is designed to enable students to participate actively in the teaching and coaching of games in secondary schools. The course, which is essentially practical in character, includes Association Football, Hockey and Cricket for men students; Netball, Hockey and Rounders for women and a variety of minor games suitable for school halls or playgrounds.

Besides following a course of training in their own art under Section IV, all students are expected to take part in the general training in the Arts offered by the College.

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CITY OF LEEDS TRAINING COLLEGE

SECTION I

Principles of Education (including **Health Education**)

I A Study of the Development and Needs of Children

Bases of development: physical nature and psychological endowment

Individual characteristics and their determinants

Processes of learning

Measurement of abilities and attainment

Health Education: a consideration of the child's requirements for healthy living, derived from a brief study of human anatomy and physiology

The work will follow the general lines of the common syllabus, (page 111); modifications will be made for Infant, Junior and Secondary teachers.

An additional course in Health Education is provided in accordance with the syllabus given on page 156.

II Philosophy and Sociology of Education

An outline of the development of educational thought

The social bases of education

The school as a social institution

Aims and values in education

III The Practice of Education

The national system of education

School organisation

The school curriculum

Techniques of teaching

Physical Education

Three different courses are available, (a) for students training to teach in Infant schools, (b) for students training to teach in Primary schools, and (c) for students training to teach in Secondary schools

(a) Infant Schools

1 A knowledge of the principles underlying the understanding and experience of movement

2 Understanding the small child's needs for movement

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Physical Education (*continued*)

3 The value of informal methods and the use of small apparatus in developing skill in movement with young children
4 Training in quality of movement, initiative, observation and the ability to co-operate
5 Use of all types of apparatus, such as Bristol and improvised large apparatus
6 Dance movement and imaginative work
7 Games, to be considered with Physical Education; skills necessary for agilities and games
8 The planning and presentation of lessons for classes for varying age groups

(b) Primary Schools

1 Physical Education as an aspect of general education
A study of aims and methods in relation to the development of the individual
2 Knowledge of Physical Education carried out in the infant school
3 Practice, analysis, observation and teaching of movements and skills suitable for primary school boys and girls
4 Use of small and large apparatus
5 Playground and gymnasium games and those major games' skills suitable for this age range
6 Dance movement
7 Swimming: methods of teaching swimming to classes of beginners, and a knowledge and practice of the main swimming strokes

(c) Secondary Schools

A one term's course designed to show that Physical Education is an aspect of general education

Students have the opportunity of taking either a Special or Subsidiary course in Physical Education, but those who do not wish to take one of these courses will have to satisfy the Physical Education Department that they are taking part in some approved recreative activity at least once a week during the remaining five terms.

The above General course for students preparing for work in Secondary Modern Schools will not qualify a student to teach the subject unless supplemented by one of the courses mentioned below, which can be taken only as additional subjects.

Special courses for men students training to teach *either* in Junior Schools *or* in Secondary Schools (page 149) and a Subsidiary course for students training to teach in Secondary Schools (page 158) are also provided.

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Religious Knowledge

The aim of religious instruction in schools; the present situation; agreed syllabuses

The Bible and its transmission from early manuscript to modern version; literary and historical criticism

A panoramic view of the Bible narrative and of the period between the Testaments

The Christian faith: what Christians believe

The expansion of Christianity from Pentecost to the Ecumenical Movement

The Christian life: personal and social problems

SECTION II

Teaching Practice, including observation: sixty full days or its equivalent, in schools of various types

SECTION III

English

GENERAL COURSE

Professional Interests

Lectures on the aims, purposes and methods of English teaching, covering the following topics: the place of English studies in general education; their relation to other subjects; children's reading and the training of taste; use of the school library and reading periods; oral and written expression; drama in schools; stories and prose readings; poetry in schools

In addition, professional interests are kept in view throughout the course and, wherever possible, the matter and method of presentation are used to clarify the aims and purposes of all English studies and to illustrate the kind of work that can be done in schools. More specifically

1 Section 1 of the Literature syllabus is devoted to a study of books and poems related to children and their education.

2 The Speech Training and Language courses are closely related to work in schools.

Language

The nature and function of language

Scientific and emotive language; their different functions and excellences

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English (*continued*)

1 Written language

The rules of composition
Note making and precis
Comprehension and critical exercises in poetry and prose
The meaning of style
Recommended books
Raleigh: *Style*
Murry: *The Problem of Style*
Read: *English Prose Style*
Quiller Couch: *On the Art of Writing*
King and Ketley: *The Control of Language*
Biaggini: *The Reading and Writing of English*
Thompson: *Reading and Discrimination*
Leavis and Thompson: *Culture and Environment*
Thouless: *Straight and Crooked Thinking*

2 Speech Training

Meanings of "standard" and "accepted" pronunciations
Elementary phonetics: intonation and stress
Voice production and breathing
Practice in prose and verse speaking, individual and choral
Spontaneous and prepared miming and dramatisation

All students are encouraged to take part in College activities and societies which call for any form of public speaking; and to exercise their creative and critical faculties in short story, poetry and drama, or in written comment on books, pictures, plays and music outside the syllabus.

Literature

I Literature related to children and their education

1 The Idea of the Child
Lord Chesterfield: *Letters*
Blake: *Songs of Innocence and Experience*
Wordsworth: *Ode on Intimations of Immortality*
and related poems

2 Studies of children
Dickens: *David Copperfield*
Eliot: *The Mill on the Floss*
Bronte: *Jane Eyre*
Gosse: *Father and Son*
Hughes: *A High Wind in Jamaica*
Grahame: *The Golden Age*

3 Literature for children
Nursery Rhymes
Fairy Tales
Myth

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Ballad
Homer
Norse Sagas
Malory
Children's classics and modern books for children

II Classics (1600-1830)

Shakespeare: Two plays
Milton: *Comus* or *Samson Agonistes* or a selection from *Paradise Lost*
Pope: *The Rape of the Lock* or *An Essay on Man*
Sheridan *or* Goldsmith: A play
Fielding *or* Defoe *or* Jane Austen: A novel
Wordsworth, Shelley and Keats
The London Book of English Verse

III Victorians and Moderns

The London Book of English Verse
The Faber Book of Modern Verse
Either Eliot: *Middlemarch*
or Bronte: *Wuthering Heights*
Either Thackeray: *Vanity Fair*
or Meredith: *The Egoist* or *Diana of the Crossways*
Dickens: *Bleak House* or *Hard Times* or *Our Mutual Friend*
Arnold: *Culture and Anarchy*
Hardy: A novel
Conrad: A novel
Lawrence: A novel
Woolf: A novel
Forster: A novel
Either Auden and Isherwood: *The Ascent of F.6*
or Eliot: *Murder in the Cathedral* or *The Family Reunion*

IV A long essay, written privately by the student, under supervision, on some subject, preferably literary, of particular interest to himself

English may also be taken as a Special course; the fuller syllabus for such more advanced study is given in Section IV, page 144.

SECTION IV

Art and Crafts

Common syllabus (page 112)

Provision will be made for students to take a course of a general nature, or to concentrate more particularly on certain branches.

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Education (To be taken only as an additional subject)

All students will study Section I and two other sections.

I The philosophical and psychological bases of Education

II A study of Greek Education

III A survey of the growth of educational thought through the study of personalities and movements, *e.g.*, the Christian Church and Education, Froebel

IV A study of educational measurement; *e.g.*, intelligence testing, simple statistics

V Some contributions of psychology to educational thought and practice; *e.g.*, the significance of various schools of psychology

Each section will involve the study of appropriate texts. A "long essay" will be required of each student on a selected topic arising from one of the studies indicated above. Assessments of written work will be made during the course, and a written examination may be held, at the discretion of the examiners.

English

Special course students will study Section I and II of the General course syllabus (page 142) and one of the following sections:

I Literature in relation to Social Affairs

Chaucer: Prologue and selected sections of *The Canterbury Tales*
Shakespeare: *Richard II*, *Henry IV* (Parts 1 *and* 2), *Henry V*
Pepys: *Diary*
Congreve: *The Way of the World*
Pope: *The Rape of the Lock*
Fielding: *Joseph Andrews*
Addison: *Essays*
Shelley: *Prometheus Unbound*
Rutherford: *Revolution in Tanner's Lane*
Cobbett: *Rural Rides*
Dickens: *Hard Times*, *Bleak House*, *Our Mutual Friend*
Disraeli: *Sybil*
Trollope: Barchester Novels
Sturt: *A Small Boy in the Sixties*
Shaw: A play

II Tragedy

Each of the writers mentioned must be represented by at least one work with the exception that all the Shakespeare plays specified are intended for thorough study. In the remaining fields the student may proceed further at his own choice.

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1 Classical

Either Aeschylus: *Agamemnon*
or Sophocles: *Antigone*
Euripides: *Medea*

2 Shakespeare

Study of Tragedy, including the following:
King Lear, Hamlet, Macbeth, Troilus and Cressida

3 Elizabethan

Marlowe: *Dr. Faustus* and other plays
Webster: *The White Devil* or *The Duchess of Malfi*

4 Restoration

Dryden: *All for Love*

5 Nineteenth Century

Shelley: *The Cenci*
Ibsen: *The Doll's House, The Wild Duck* or *The Master Builder*
Dostoievsky: *Crime and Punishment* or another of his novels
Bronte: *Wuthering Heights*

6 Modern

Hardy: Selected novels
Lawrence: Selected novels
Eliot: *The Waste Land* and other poems
Auden and Isherwood: *The Ascent of F.6* and other poems

III The Drama

A study with some practical experiment, of the principles of the drama

1 A selection of the plays in the following books will be read:

Sophocles: *The Theban Plays*
Pollard: *English Miracle Plays*
Shakespeare's Predecessors (Nelson)
or Marlowe: *Faustus* or *Tamburlaine*
Six Plays by Contemporaries of Shakespeare (World's Classics)
Shakespeare
Dryden: *All for Love*
Congreve *or* Farquhar
Sheridan
Granville Barker: *The Voysey Inheritance*
Shaw: *St. Joan* and *Plays Unpleasant*
Eliot

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2 History and Criticism

The influence of social conditions (including the changing demands of the audience) and of stage conditions on dramatic conventions

Theory of the Drama and outline history of dramatic criticism in England, and especially of Shakespearian criticism

Bibliography

Ifor Evans: *A Short History of English Drama*
Harrison: *Introducing Shakespeare*
Nicol Smith: *Shakespeare Criticism*
Barker: *Prefaces to Shakespeare* (First Series)
Allardyce Nicoll: *Development of the Theatre*
Shaw: Major critical essays

Some of the above-mentioned plays will be "produced" as readings, with group study of production problems presented by the audience and stage conditions of the writer's own day and of modern theatres.

IV Some Aspects of Seventeenth and Twentieth Century Literature

Drama

Poetic Shakespeare: any two plays
Jonson: *Volpone*
Webster: *The White Devil* or *The Duchess of Malfi*
Milton: *Samson Agonistes*
Dryden: *All for Love*
Eliot: *Murder in the Cathedral*: *The Family Reunion*
Auden and Isherwood: *The Ascent of F.*6
Fry: *The Firstborn*
Dylan Thomas: *Under Milkwood*

Prose Congreve: *Love for Love* or *The Way of the World*
Farquhar: *The Beaux Stratagem*

Poetry

Donne, Herbert, Vaughan, Marvell, Milton, Dryden, Yeats, Eliot, Auden

Novel

Defoe: *Moll Flanders, Robinson Crusoe*
Forster: *Passage to India*
Lawrence: *The Rainbow, Women in Love*
Woolf: *To the Lighthouse*

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V The Nineteenth Century (1837-1900)

A selection of works by the following authors will be read.

Tennyson, Robert Browning, Elizabeth Barrett Browning, Clough, Arnold, Dante Gabriel Rossetti, Christina Rossetti, Morris, Hopkins, Patmore, Alice Meynell, Housman, Yeats Disraeli, Dickens, the Bronte sisters, Thackeray, Trollope, Gaskell, Eliot, Rutherford, Meredith, Hardy, James

J. S. Mill: *Autobiography, Essays on Bentham and Coleridge*
Beatrice Webb: *My Apprenticeship*
Newman: *Apologia pro sua Vita, Idea of a University*
Carlyle: *Past and Present*
Ruskin: *Praeterita*
Spencer: *Education*

ed. George Rowell: *Nineteenth Century Plays*; Pinero; H. A. Jones; Wilde

Geography

The study of the following with reference to the world in general and the British Isles in particular:

I
1 A study of the geographical effects resulting from the size, shape and movements of the Earth as a member of the solar system
2 Distribution of land and water on the Earth's surface
3 The common rocks forming the Earth's crust
4 The atmosphere; distribution of temperature, pressure, surface winds, humidity, precipitation
5 Distribution of plant and animal life
6 Distribution of the more important natural and cultivated products and of industries as affected by geographical conditions
7 The influence of geographical factors upon the distribution of communications, transport and growth of towns
8 The distribution and density of population
9 The elements of oceanography

II Practical Geography

An elementary knowledge of

1 The map nets in common use
2 Map reading
3 The chief Ordnance Survey maps

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Practical Geography (*continued*)

4 Weather maps
5 Climatic maps
6 Distribution maps

III The regional geography of one of the following
1 North-West Europe, including the British Isles
2 North America
3 The Monsoon Lands of Asia
4 Any other selected region

IV Geographical problems in the neighbourhood, or in any locality known to the student, will be investigated, and records presented.

History

I The origins of civilisation
The cultures of palaeolithic and neolithic man; the significance of early discoveries and inventions; the conditions for further progress
The first city civilisations studied with reference to either Egypt or Babylonia
Greece and Rome: their achievements and influence

II The development of modern society studied with reference to English history
Roman Britain
The Anglo-Saxon, Viking and Norman invasions
Medieval society
The age of Chaucer; changing concepts in religion and economics
The Reformation and the establishment of national monarchy
Constitutional issues of the seventeenth and eighteenth centuries
The influence of industrial development upon political, economic and social life

III Study of the modern world; history of the principal states; 1870 to the present day

IV Study of specific historical problems

V Preparation of a special study

VI Study of political ideas

Mathematics

Common syllabus A only (page 112)

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Music

I History of Music

1 A general survey through the study of musical forms, textures and personalities

2 The study of four prescribed works, to be chosen from different periods and to comprise a vocal work, a chamber work, an orchestral work, and a keyboard work, *e.g.*,
Palestrina: *Stabat Mater*
Mozart: *Clarinet Quintet*
Brahms: *Variations on a theme of Haydn*
Bartok: *Piano pieces*

II General Musicianship

1 Aural training
2 Sight-singing, with and without the use of solfa syllables
3 Melody writing; two-part writing; four-part harmony
4 Keyboard skills: accompaniment; playing at sight; transposition; harmonization

III Instrumental or Vocal Performance

1 Instrumentalists will be required to prepare three pieces, one of which will be prescribed by the examiners.
2 Singers will be required to prepare ten songs, four of which will be prescribed by the examiners.

IV Professional Training

As in the Subsidiary course (below)

Physical Education (men only)*

Either (a) Junior Schools, *or* (b) Secondary Schools

(a) Junior Schools

The work will include the eight sections of the Primary course (page 140), making a special study of the first section, with the following additions:

9 Attaining a good standard of personal skill
10 Use of portable apparatus
11 Planning and presentation of lessons, including additional teaching practice in schools
12 Practice, coaching, organisation and refereeing of at least two major winter and two major summer games

*This may be taken as an additional subject. When it is taken as the only Section IV subject, an additional Section V subject (usually Health Education) will normally be taken.

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Physical Education (*continued*)

13 Swimming to a higher standard, leading to Royal Life Saving Society awards and to Amateur Swimming Association teachers' certificates

(b) Secondary Schools

1 Physical Education as an aspect of general education; a study of aims and methods in relation to the development of the individual

2 A knowledge of the physical education carried out in primary schools

3 Practice, analysis, observation and teaching of gymnastic movements suitable for secondary schools and consideration of their application to youth work

4 Teaching in a fully equipped gymnasium

5 Practice, coaching, organisation and refereeing of winter and summer games for playing field, playground and gymnasium

6 The organisation of athletics in schools; preparation for Amateur Athletic Association coaching examinations

7 Dance movement

8 Methods of teaching classes of beginners and more advanced pupils leading to Royal Life Saving Society awards and Amateur Swimming Association teacher's certificates

9 The course will include youth-hostelling and camping and other recreational activities such as rock climbing, canoeing, sailing, boxing

Students who hope to take responsibility for physical education in a secondary school are recommended to take a Subsidiary course in a subject which is connected with some branch of physical education.

Religious Knowledge

The Biblical record

The history of Israel and the development of religious ideas in the Old Testament

The religious and literary activity in the period between the Testaments

The New Testament; the synoptic problem and its modern solution

The Gospels; the teaching of Jesus

The Acts of the Apostles and the early Church

The letters of Paul and their theological teaching

The Apocalypse

A more detailed study of a selected book from the Old or New Testament

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Christian apologetics: the arguments from history, prophecy and miracle
Science and religion
Some modern ideologies: scientific humanism, Communism
The nature of religion
The religious development of children; religious education

Science Subjects

All students take a General Course, including (a) some understanding of the history and philosophy of science, and (b) a study of elementary topics in physics, chemistry and biology, with a view to the selection of material for teaching general science to boys and girls up to fifteen years old. Opportunity is provided for students to learn the fundamentals of a science with which they are at present unacquainted, and to increase their practical skill. Laboratory organisation and methods of teaching science are considered.

In addition one subject, chosen from biology, chemistry or physics, is selected for special study; the syllabuses of work are given below. Students are normally expected to have obtained a G.C.E. pass at A level before entry, or to hold comparable qualifications.

BIOLOGY

I Field Work
Studies of animals and plants in their natural habitat, showing their inter-dependence and their mode of life relative to their physical surroundings (Areas of detailed study include the College Estate, the neighbouring Millstone Grit area, the Carboniferous Limestone area near Malham, and a seashore such as Scarborough.)
The setting up and maintenance of aquaria and vivaria

II Systematic Work
Diagnostic characters of the following groups and some knowledge of the members of each, found in the areas specified for detailed study in the preceding paragraph:
Algae, bacteria, fungi, mosses, ferns, conifers, angiosperms
Protozoa, coelenterata, annelida, mollusca, arthropoda, fish, amphibians, birds, mammals
The groups are also studied from an evolutionary point of view.

III Evolution
Evidences of evolution (including evolution of man)
Theories on the mechanism of evolution, including heredity

IV Individual Work
Each student will be expected to make a detailed study of a selected topic approved by the College. The topic should include field work and/or laboratory work.

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CHEMISTRY

The course is aimed at extending the student's chemical knowledge and experience beyond the stage of G.C.E. A level. Strong emphasis is laid on practical work. The lectures deal with important fundamentals of physical chemistry and selected aspects of inorganic and organic chemistry.

I Practical Chemistry

Extension of the methods of volumetric analysis to chemical problems such as determination of solubilities and distribution coefficients

Determination of melting points and boiling points; the determination of molecular weights in solution by Beckmann's method and by Rast's method

Selected two-component systems; polymorphism and the determination of transition points; crystal form and crystal growth

Rates of chemical reactions; Law of Mass Action

Preparation of selected organic compounds

(Students are encouraged to make a more intensive study of one organic reaction which interests them.)

Preparation, properties and reactions of selected (and more interesting and unusual) compounds of the metals and non-metals

II Theoretical Chemistry

The structure of the atom in terms of protons, neutrons and electrons, and the electronic theory of valency; their value in interpreting the inorganic chemistry of the Periodic Table

A simple qualitative treatment of wave mechanics as applied to chemical combination; resonance

Simple applications of the Phase Rule

The physical chemistry of electrolytes

A more detailed study of those organic compounds and their reactions with which the student is already familiar; some recent attempts to account for their properties and reactions

Some recent advances in applied organic chemistry, e.g. petrochemicals, insecticides, drugs

III Individual Work

Each student will be expected to make a detailed study of a selected topic, approved by the college, and including experimental and possibly constructive work, as well as observation in firld or factory.

PHYSICS

An opportunity is provided both to consolidate basic principles in all branches of physics, and to extend this knowledge particularly to scientific topics which have a relevance to contemporary life.

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I Measurement of Temperature
Temperature scales; liquid in glass thermometers; gas thermometers; platinum resistance thermometers; thermo-electric effects; thermopiles; radiant heat; black body radiation; Stefan's Law; Planck's quantum theory; optical and total radiation pyrometers, temperature of the sun

II Kinetic Theory of Matter
Classification of solids, liquids and gases; change of state; kinetic theory of gases, including Boyle's Law, Avogadro's hypothesis, Graham's Law of diffusion, Dalton's Law of partial pressure, Brownian motion and viscosity.

III Alternating Current
Electromagnetic induction; motors and generators; self inductance; mutual inductance; transformers; capacitance; resonance

IV Modern Physics
Discharge of electricity through gases; the electron; positive rays; X-rays; radioactivity; structure of the atom; nuclear energy; photo-electricity; thermionic emission; action of diode, triode and transistor as used in rectification, amplification, modulation and oscillating circuits

V Practical Experiments
The range of experiments performed will include some work in mechanics, general properties of matter, sound, heat, light, magnetism and electricity.

RURAL STUDIES

I Gardening

1 A three-course rotation of the vegetables commonly grown; cultural operations to include preparation of the seed bed, seed sowing, transplanting, use of fertilizers, together with use of spade, hoes (draw and dutch), rake and fork, in the preparation and maintenance of a good soil tilth

2 (a) Soft fruits: cultivation of currants (black and red), gooseberries, raspberries, strawberries, and loganberries or cultivated blackberries

(b) Top fruits: cultivation of apples, pears and plums on different stocks, especially Nos. 2, 9 and 16; operations to include pruning and spraying

3 Flowers and shrubs: a variety including annuals, perennials and biennials; setting out of borders and rockeries, considering harmony of colour; making of charts covering blossoming period

4 (a) Propagation by means of bulbs, corms, rhizomes, layering, runners, cuttings, grafting, budding and inarching

(b) Plant breeding and Mendel's theories

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Rural Studies (*continued*)

5 Work on an experimental plot used in conjunction with Section III, and on problems arising in the practical work

6 The layout of a garden or "School Estate"; its maintenance and the organisation of the work from an educational point of view

II Small Livestock

1 *Either*

(a) Poultry; care and maintenance of a pen of Light Sussex hens with a Rhode Island cock (sex linkage); rearing from a small incubator and by a broody hen

or

(b) Pigs: management and feeding of bacon pigs

2 Bees: care and maintenance of two or three stocks; queen rearing and increase of stocks, as well as honey production; bee keeping in relation to flora and honey flowers; pollination experiments showing value of bee keeping to fruit growers

III Plant and Animal Physiology, applied to farming and gardening practice and keeping of small livestock

1 Experimental work in garden and laboratory, making clear the essential qualities of living organisms, *i.e.*, respiration, nutrition, movement, growth, response to stimuli, reproduction

2 Chemistry and physics of air, water, salts, organic foods and protoplasm, so far as is necessary for an understanding of physiology

IV Field Work

1 Soil studies, including physical and simple chemical analysis of soil

2 Records, including soil temperatures, from a crop weather station

3 Surveying: use of a plane table, prismatic compass, chain levelling staffs

4 Local surveys, to link up, very briefly, with the development of a district

5 The garden as an ecological unit, and a contrast with other ecological communities, both artificial and natural

6 A study of the pests and diseases of plants and animals, including life histories and treatment for control or eradication

7 Observational work on a mixed farm, throughout the season, with some practice during the vacation; visits to County Agricultural and Horticultural Centres; knowledge of Young Farmers' Clubs

8 Some aspects of animal behaviour

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V Individual Work

1 Students will be expected to keep a diary of at least one of the following, from personal observation:
   (a) A year's work in the garden
   (b) A year's work on a farm
   (c) Seasonal changes in the countryside

2 Students will be expected to submit a written account, with records and conclusions, of an investigation by means of personal observation and experiment, of some problem in connection with gardening, farming, or relevant field work.

The amount of time devoted to various sections in the syllabus by individual students will vary according to circumstances and the students' interests.

SECTION V

The courses taken by a student under this section vary as follows, according to the age-range of pupil which he or she proposes to teach.

SECONDARY MODERN OR JUNIOR

Students will take a two-year Subsidiary course in a subject other than that in which their Special course is taken, selected from the following:

Art and Craft, Geography, History, Health Education, Mathematics, Music, Elementary Science.

(Students taking a Special course in English will be required to take two of these two-year Subsidiary courses.)

In addition they will normally take a one-year Subsidiary course in a subject not otherwise taken. In certain cases they may be allowed instead to take a course of the type mentioned in the first paragraph of the note below.

Students will normally be expected to take *either* a Special *or* a Subsidiary course in one of the following subjects: Art and Craft, Music, Rural Studies. This does not apply to students taking the Integrated Three-Year Course in Science (page 223). (It will be noted that no Subsidiary course is provided in Rural Studies.)

Students training for work in secondary modern schools may take a two-year Subsidiary course in Physical Education as an additional subject.

INFANT

Students will take courses in Art and Craft, Music and Nature Study in their first year. In the second year they will take one course chosen from Art and Craft, Music and Geography. Students who are taking a Special course in English will take two of these second year courses.

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NOTE FOR ALL STUDENTS

All students take the first year course on the Social Bases of Education. They may also include a short course in Civics or a course of an experimental nature designed to meet a particular need. Religious Knowledge may be taken as an additional two-year Subsidiary course.

Art and Crafts

Common syllabus, both Two Year and One Year Courses (page 114) Provision will be made for students to take a general course, or to concentrate more particularly on certain branches.

Geography

TWO YEAR

I and II As in the Special course (page 147)

III A study of a selected region

ONE YEAR

I Studies in World Geography: Physical and Human

II Local Study

III Teaching methods

IV A study of a simple society

Health Education

A further study of anatomy and physiology, including practical work, linked with the scientific background, and as many visits as possible for purposes of illustration

The course will include teaching method, and will prepare students for taking a leading part in developing Health Education in schools. Modifications will be made for Infant teachers, with special reference to the needs of young children.

History

TWO YEAR

I and II As in the Special course (page 148)

III The study of domestic and international problems of the present day

When possible the subject matter of the course will be related to the presentation of history and current events to children.

ONE YEAR

Some aspect of British History, with special reference to teaching requirements

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Mathematics

TWO YEAR

Common syllabus (page 114)

ONE YEAR

Arithmetic — The subjects usually treated in a course of elementary Arithmetic

Algebra — The subjects usually treated in a course of elementary Algebra, avoiding complicated manipulative processes; graphs

Geometry — Easy properties of straight lines, rectilinear figures, and circles
Easy properties of solid figures, *e.g.*, cylinder, cone, sphere
Mensuration of plane figures and simple solids
Easy trigonometry of a practical and non-manipulative character

The whole course to be treated from a professional point of view Students training for work in Junior schools who fail to show adequate proficiency in elementary mathematics will be required to take a special short course in the subject.

Music

TWO YEAR

I Practical Work
1 Choral singing
2 Aural training
3 Sight-singing based on the use of solfa syllables
4 Recorder playing
5 Percussion: playing, scoring; conducting

II Theory
1 Rudiments
2 Melody writing
3 Musical form; analysis
4 Elementary acoustics related to keyboard and orchestral instruments

III History of Music
A study of the main periods of musical history and an outline of musical aesthetic

The whole course will be treated with professional interests in view.

ONE YEAR

Topics will be selected from the syllabus for the two year course, special emphasis being placed on sight singing, ear training and a study of the song repertory.

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Physical Education

This course is intended to prepare students to assist with Physical Education in the lower age range of a secondary school; it can be taken only as an *additional* subject.

1 Physical Education as an aspect of general education
A study of aims and methods in relation to the development of the individual

2 Knowledge of Physical Education carried out in the primary school

3 Practice, analysis, observation and teaching of movements and skills suitable for children of 9-13 age range

4 Work with portable apparatus

5 Playground and gymnasium games

6 Practice, coaching, organisation and refereeing of at least one major winter and one major summer game

7 Dance movement

8 Swimming; methods of teaching classes of beginners and more advanced pupils leading to Royal Life Saving Society awards and Amateur Swimming Association Teacher's certificates

All students, whatever courses they are taking, will have the opportunity to take part voluntarily in any of the recreational courses and take the examination where there is one, *e.g.*, R.L.S.S., A.S.A., A.A.A.

Religious Knowledge (Two Year, to be taken only as an additional subject)

The content of the agreed syllabuses
The methods of Christian education in the Nursery School, the Infant Department, the Junior Department and the Secondary Modern School

Science Subjects

ELEMENTARY SCIENCE (TWO YEAR)

I Field Study
Studies of animals and plants in their natural habitat, showing their inter-dependence and their mode of living, relative to their physical surroundings, ecological units being chosen from woodland, pond, hedgerow, natural grassland, and cultivated land

This work is a basis for studies of trees, birds and mammals, both wild and domesticated. It is an introduction to simple plant and animal physiology. The use of a flora is required; study of the soil is involved.

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II The atmosphere and its relation to the life of animals and plants; oxidation, combustion, respiration, blood as a gas carrier, pressure

III Weather Study

Pressure of the atmosphere, cloud formation, fog, thunderstorms; radiation; specific heat, latent heat, expansion, conduction, convection; weather forecasting

IV Science connected with the home

Electricity as a source of power, and household appliances for its conversion into heat, movement and light; properties of mirrors and lenses; colour; magnifying glass and simple microscope

The water supply; hardness of water; water as a solvent constituents of water

V Individual Study

Each student will submit a piece of individual work, based on investigation of some topic approved by the college. This may be connected with industry or with natural history.

VI Teaching Methods

After each section is studied for the student's own background, methods of teaching it to children of different ages will be considered. Usually, students will consider methods suitable for Infants and Juniors *or* for Juniors and Seniors.

Some examples will be taken of discoveries and inventions showing their influence on the life of the times, *e.g.*, a history of tools, of time measurement, of direction finding, of the working of metals and coal, of the generating of power from wind, water and petrol.

ELEMENTARY SCIENCE (ONE YEAR)

Material will be selected from the two year course.

Social Studies

FIRST YEAR COURSE (Taken by all students)

THE SOCIAL BASES OF EDUCATION

I The Family

1 Some twentieth-century changes in the size, structure and function of the family

2 The family in society: school, church and neighbourhood

3 The family as an economic unit

II The Social Services

1 Implications for the community of individual distress; personal and communal responsibility

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Social Studies (*continued*)

2 Voluntary agencies; insurance; government participation and its justification; analysis of present system of social services; individual security and individual responsibility

3 The cost of the welfare state in relation to gross national product: its implications

III Local Government

1 How our local government system developed

2 Local authorities and their work; election of councillors and aldermen; party politics in local government

3 Committees and Council Meetings; the Council's employees

4 Finance; rates and Exchequer grants; central government control

5 Local Government Services; possible future developments in local government

IV Central Government

1 The main features of our political system

2 Queen and Parliament; electoral system; Commons and Lords; Prime Minister and Cabinet; legislation; the party system

3 The Administration of Law; types of court; the Judiciary; procedure in Assize Court; the police; reform and punishment

V Ideologies

1 Outline of historical development of ideologies

2 Democracy; Fascism and Communism in the modern state; determining conditions of these ideologies

3 International organisations for the preservation of world peace

SECOND YEAR COURSE (Optional)

THE TEACHING OF CIVICS TO CHILDREN AND YOUNG PEOPLE

(a) Studies of social institutions

(b) Discussion of current events

(c) Training in the duties and rights of citizens

(d) Organisation of visits

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MARGARET McMILLAN TRAINING COLLEGE

SECTION I

Principles of Education

I The meaning and purposes of education and its relation to the changing conditions of the community

II Child Development

A study of the child from birth to maturity with special emphasis on the period 0-7 years, and conditions necessary for mental health

III The Social Environment

1 The importance of the family and family relationships

2 Co-operation between home and school at all stages

3 A study of social agencies within the community with special reference to children and to the family

IV The Practice of Education

1 A study of how children learn through natural interests and creative activities in nursery and infant schools

2 School buildings, equipment and gardens

3 Planning the school day; organisation; the place of the teacher

4 The transition from the Infant to the Junior stage

V A study of the development of the English Educational System and of certain educational pioneers

Health and Physical Education

HEALTH EDUCATION

The syllabus will follow the general lines of the common syllabus (page 111) with emphasis on factors affecting growth and development of children of 0-7 years in close relationship with the course in Principles of Education.

PHYSICAL EDUCATION

I Practical work

Gymnastics, Dancing, Games, Athletics, Swimming to improve skill, to give enjoyment, to improve health and to encourage students in the healthy use of leisure

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Health and Physical Education (*continued*)

II Observation
- 1 Of children's natural interests during out-of-school hours
- 2 Of children's free movements in the classroom, and during physical activity periods using fixed or portable apparatus
- 3 Of children's own arrangement of improvised material for physical activity

III
- 1 Dance, movement and imaginative work
- 2 Practice in basic movement and its application to work with young children

IV Infant School Method
- 1 Choice of suitable apparatus (improvised or otherwise) for physical activity period
- 2 Suggestions for using children's imagination or invention
- 3 Use and choice of informal exercises for muscular development
- 4 Use of group activities, with or without large apparatus
- 5 Study and practice of simple games and games-skills
- 6 Planning of physical activity period for different age groups

SECTION II

At least sixty full days of school practice, or its equivalent

SECTION III

English

I Language

1 Spoken English

Dramatisation, mime, puppetry, choral speaking, prepared and impromptu talks and discussions and appreciative reading of poetry and prose; an elementary course in phonetics and effective speech; story telling and speech activities with young children

2 Written English

Writing techniques: sentence, paragraph and essay structure; punctuation; simple grammar (as needed for correction of faults); vocabulary

Creative writing (especially stories for young children); written studies of special topics (not necessarily literary)

3 Reading with understanding

Exercises in comprehension, precis, paraphrase; elementary study of function and style; critical estimates of literature studied

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II Literature

1 Poetry

Reeves: *The Poet's World*
An anthology of modern poetry
Further poetry study developed from these

2 Drama

Early English Drama: Mystery Plays, *Everyman*
Shakespearian theatre and its influence
Two plays by Shakespeare: one tragedy, one comedy
One Restoration or Eighteenth Century Comedy
Shaw: *Arms and the Man, St. Joan*
Eliot: *Murder in the Cathedral*

3 The Novel

Detailed study of three of the following; independent reading of at least three more:
Austen: *Northanger Abbey, Emma*
Thackeray: *Vanity Fair*
Dickens: *Dombey and Son*
Scott: *The Heart of Midlothian*
Eliot: *Middlemarch*
Emily Bronte: *Wuthering Heights*
Charlotte Bronte: *Jane Eyre, Villette*
Hardy: *The Return of the Native, The Mayor of Casterbridge*
Lawrence: *Sons and Lovers*
Woolf: *To the Lighthouse, Mrs. Dalloway*
Forster: *Howards End*
One or two more recent novels

4 Prose (non-fiction)

One book: essays, travel, biography, diary or letters
Curie: *Madame Curie*
Hudson: *Far Away and Long Ago*
Heyerdahl: *The Kontiki Expedition*
Lane: *The Tale of Beatrix Potter*
Book of selected essays

5 Some study of Myths, Folklore, Fairy Tales, Nursery Rhymes, Ballads

Guerber: *Myths and Legends*
Sackville West: *Nursery Rhymes—an essay*

6 Studies of Childhood in Literature

Six of the following to be chosen for general reading
Grahame: *Dream Days, The Golden Age*
Reid: *Young Tom, The Apostate*
Uttley: *The Country Child*
Rowse: *A Cornish Childhood*

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English (*continued*)

Gosse: *Father and Son*
Hughes: *A High Wind in Jamaica*
Read: *Annals of Innocence and Experience* (first part)
Eliot: *The Mill on the Floss* (first part)
Dickens: *David Copperfield* (first part)
Great Expectations (first part)
Nicholas Nickleby (first part)
Oliver Twist (first part)
Charlotte Bronte: *Jane Eyre* (first part)
Hughes: *Tom Brown's School Days*
Jefferies: *Bevis, the Story of a Boy*
Hartley: *The Shrimp and the Anemone*
White: *The Sword in the Stone*
Lewis: *Dew in the Grass*
Thorburn: *Edward and Marigold*
Macaulay: *The World my Wilderness*
Sassoon: *Memoirs of a Fox-Hunting Man*
Joyce: *Portrait of the Artist as a Young Man*
Thompson: *Lark Rise to Candleford*

SECTION IV

Art and Crafts

ART

I A brief survey of the development of art, architecture and craft in the past, leading up to an appreciation of contemporary art, architecture and craftsmanship

II Art and the child; how a child draws and why; the stimulus of varied material; the development of play activity into artistic activity; some appreciation of the pioneers in art education

III The expression of ideas and feelings in line, form and colour in a variety of media, directed towards the stimulating of the creative ability

IV Further development of III but directed now to the study of definite subjects such as painting, drawing, illustration, fabric printing, embroidery, modelling, or stage design

CRAFTS

I, II and III as above together with

either

As wide a study as possible of not more than two of the undermentioned crafts

or

A wider range of crafts involving less detailed study

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WOODWORK

A knowledge of the tools, processes and materials used in woodwork to facilitate the making of apparatus and children's toys

POTTERY AND MODELLING

Building up of simple pots and figures by the coil method

Slab built and press moulded ware

Pottery sculpture

The construction of a simple mould

Some knowledge of the process of glazing and firing

An opportunity for thrown work if desired

BOOKCRAFT

Simple processes involved in the construction and decoration of such articles as work holder envelopes, portfolios, loose leaf albums, single section books, etc., in general use in school

FABRIC PRINTING

Experimental work in simple processes such as tie and dye batik

Designing, cutting and preparation of a block for printing

Process of mixing dyes, printing and finishing

Some understanding of the process of screen printing

NEEDLEWORK AND EMBROIDERY

A knowledge of simple processes and stitches applied to one of the following:

1 The construction and decoration of clothing and accessories

2 The construction and decoration of articles used in the home

3 A combination of 1 and 2

PUPPETRY

1 The construction of a puppet stage

2 The making of backcloth and properties

3 The construction of glove puppets

4 A brief survey of the history of puppetry and a reference to the various types of puppets, *e.g.*, marionettes, shadow plays, etc.

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English

The following will be undertaken in addition to the course in Section III:

Poetry

Selections from major poets from Chaucer to the present day

Drama

One Greek Tragedy

One Shakespearian tragedy

Four English Comedies (Penguin)

Eliot: *The Family Reunion* or *The Cocktail Party*

Fry: *The Lady's not for Burning* or *A Sleep of Prisoners*

Novel

Some study of the history and development of the novel form

Detailed study of three more novels from the list in Section III and of one recent novel

Other Prose

Read: *English Prose Style*

(The principles enunciated will be applied to the other texts read.)

Legend

Homer: *The Odyssey* (Rieu's translation)

An independent study of some writer or some aspect of literature in which the student is particularly interested.

Geography

I Regional study of a selected area, e.g., Western Europe, to illustrate the working of the principles of physical and human geography

II The application of geographical knowledge to present day problems such as population and food supply, colonial development, planned development of industry and towns

III Local study of Bradford and/or some other contrasting area to give training in observation and recording and to encourage an understanding of the local environment

IV Individual work by the student on her own home area, or on one with which she is familiar

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Music

I Practical work

Choral Singing

Sight Singing based on solfa principles

Dictation of melodies, rhythmic patterns, and chords

Accompaniment of songs

Recorder playing

Improvisation at the keyboard

The study of an instrument (or the voice)

Students will prepare three pieces from different periods of musical history (one must be contrapuntal and one classical). They will also play a short piece at sight.

NOTE

If the voice be substituted for an instrument, the student must have reached an elementary standard of pianoforte playing.

II General Study of Music

Rudiments

Four part harmony

Construction and writing of simple melodies

Free writing of second parts and descants

Study of form; analysis

Survey of musical history

III Principles of Teaching

Voice training

Solfa and Staff notations

Eurhythmics

Percussion

Use of gramophone

Broadcast lessons

Principles governing choice of, and teaching of, school songs

Nature Study

I General Science

Weather, including its influence on plants and soil

Water and its constituents; solutions and crystals

Surface tension

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Nature Study (*continued*)

The activities of plants and animals

Soil

Some elementary heat, light, sound and electricity

II Field Work

A selection from the following:

Keeping a nature diary

Keeping a weather station and records

Making a district nature map

Local ecological surveys including some contrasting habitats, *e.g.*, wood, arable land, meadow, swampy land, old mine tip

A survey of a site near student's home to compare with the local one

Collections of wild flowers from different habitats

Life in fresh water: a complete survey of a pond and a length of stream

Record of the complete life history of a chosen plant

Notes and observations of birds and animals

The keeping of aquaria and vivaria

Plot experiments, *e.g.*, the effect of fertilisers, the colonisation of plots after various treatments

Monthly garden weed records

The life histories of garden grubs, beetles, butterflies, etc.

III 1 A general study of certain types selected from the following:

(a) Single celled plants and animals

(b) Algae
Fungi and Bacteria
Lichens, Mosses and Ferns
Gymnosperms and Angiosperms

(c) Coelenterata: hydra
Annelida: earthworm, leech
Crustacea: daphnia, crayfish, prawn
Insecta: bees, butterflies and moths, beetles, diptera, water insects
Mollusca: swan mussel, snails and slugs
Pisces: herring, stickleback
Amphibia: frogs, toads, newts
Vertebrates: reptiles, birds, mammals

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2 Simple outlines of evolution and genetics and consideration of some of the social implications of biology

3 An individual study of a selected topic which involves personal observation or experiment

Religious Education

1 The history and religion of Israel; the revelation of God in the Old Testament; the inter-testamental period and its importance as the background for the life and work of Christ

2 A selected book or part of a book from the Old Testament

3 The life and work of Christ with special reference to a selected Gospel

4 The foundation and growth of the early Church

5 The history of the Christian Church

6 Christian Doctrine

7 Modern problems and the work of the Christian Church to-day

SECTION V

NOTE

All students take a basic course in Art and Craft, Music, and Nature Study, followed by a subsidiary course in one of these subjects, the syllabuses for which are given below.

Art and Crafts

ART

Practical problems arising from the directing of children's art activities; choice, preparation and care of materials; experiment in such media as cut paper, fabric, torn paper and paint

The scope will include imaginative work, figure drawing, and group composition.

CRAFTS

A knowledge of and experience in handling a wide variety of handwork material suitable for the use of young children, including the intelligent use of scrap

The simple processes involved in the early stages of the following crafts: soft toy making, puppetry, woodwork, bookcraft, fabric printing and needlecraft; the practical application of at least four of these crafts to work in schools

An appreciation of the importance of good design in everyday life, through experimental work, visits, exhibitions, and discussions

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Environmental Studies

1 Simple geology and the development of landforms; the relationship between geology, weather, vegetation and animal life
2 The influence of these physical factors upon man in farming and settlement; man's own contribution to the environment and the development of the contemporary landscape
3 The town environment; problems associated with large numbers of people living together; the corresponding growth of local government activities, with particular reference to Bradford
4 Man's wider environment in modern times; the application of the principles already studied to the understanding of conditions of life in other parts of the world

Music

I Cultural

Brief outline of musical history with typical examples from each period
Main characteristics of outstanding composers
The structure of the overture, symphony, and concerto
Score following
The composition of the orchestra
Students will be encouraged to attend concerts and record recitals.

II Professional

Study of children's natural interest in and expression of sound and rhythm
Improvisation of apparatus to encourage experiments with sounds
Rhythmic movement; planning of lessons and playing for them
Piano playing for use in schools
Beginning piano playing with students who do not play
Recorder playing
Percussion
Sight singing to solfa syllables
Elementary aural training
School songs, and how to teach them
Use of gramophone and wireless in schools

Nature Study

I Nature Study in Nursery and Infant Schools

The interests of young children

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Observation

The nature table, its equipment and possibilities through the seasons

Keeping plants and animals in school

Useful apparatus to make

Expeditions

The "curiosity table" and the provision of material for investigation of simple physical phenomena

Weather observation and recording

The use of the school garden both as playing space and for growing and watching plants and animals

Bird tables and bird watching

The proper use of pictures and nature stories

Opportunities for nature work in cities

II General Science

As part I of Special course (page 167)

III Simple Field Work

A nature diary

A simple individual study

Religious Education

1 The aim of religious instruction in schools; the present situation

2 The Bible and its transmission from early manuscript to modern version; the history and religion of Israel; the life of Jesus and the foundation of the Christian Church

3 The expansion of the Church down the ages and throughout the world

4 The Church in the world to-day; modern problems of life and belief

Speech and Drama

Prose and poetry reading, story telling, choral speaking, mime, improvised drama, puppetry:

(a) to develop student's own ability

(b) to stimulate ideas for use with infants and young juniors

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NORTH RIDING TRAINING COLLEGE

SECTION I

Principles of Education

I The aims of education and their relation to the needs of the community

II Educational Psychology

Understanding the child: value and methods of scientific study
Conditions for mental health
Stages of development, emotional, social, intellectual
Similarities and differences, inherited and environmental
Motivation; the learning process; intelligence
The value of play
The growth of character and moral values
The abnormal child

III The Practice of Education

The role of the teacher
Class management; good personal relationships; organisation and discipline
Learning through activity; a detailed study of all aspects of the curriculum

IV The development of the English Educational System since 1800, including present administration
A study of the theories of certain pioneers
Social agencies and Special Schools

Health Education

Common syllabus (page 111)

Physical Education

A study of the Principles and Practice of Physical Education with special reference to the Ministry's recommendations in *Moving and Growing* and in *Planning the Programme*

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The study of children's movements through

(a) observation of children's classes

(b) films

Ability to use large and small apparatus with young children and to organise games and instruct in games skills

Work directed towards improving the students' own range and standard of movement

Organised games and games coaching: hockey, netball, badminton, tennis, cricket, rounders, swimming

Religious Education

1 Religion in Education

The nature of religious education and the influence of the home, the school and the church

The aims of religious education

Worship in school

The position under the 1944 Act

Agreed Syllabuses: their content and the methods of conveying the teaching

2 The Bible: its nature and unity; the place of Biblical criticism The Old Testament: its making and contents; the revelation of the living God through history; Hebrew religion and aspirations

The New Testament: a general introduction to the New Testament books as the work of the Christian community; the life and teaching of Jesus Christ, with special reference to one Gospel

3 The Church: its nature; the guidance of the Spirit; St. Paul and other apostolic leaders; the expansion of the Church; the Church to-day; the ecumenical movement; Christianity and other interpretations of life

4 Christian faith and life: the fundamental Christian doctrines; some aspects of the Christian life; vocation, prayer, ethics

5 The nature of religion: theories of origin; the nature of religious knowledge; reason and revelation; the validity of faith

Religious Education may be offered as an examination subject under Section V.

SECTION II

Sixty full days of School Practice or its equiyalent

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SECTION III

English

I Language

A study of the use of the English language from the reader's and from the writer's point of view, including (a) the close examination of a wide selection of prose (e.g. popular newspapers, magazines, best sellers, as well as more responsible forms of writing); the analysis of their content and style (vocabulary, sentence structure, rhythm, tone and attitude), and of the effects they are designed to have on their readers; (b) practice in individual writing, with emphasis both on the logical exposition of ideas and on imaginative work

II Literature

A study of selected examples of prose, poetry and drama in relation to the cultural background of their period; examination of the values implied and accepted; comparison with the modern cultural situation; formation of personal taste and standards of judgement

1 Prose

To include the reading of novels from a selected list, and the detailed study of at least two of these

2 Poetry

A training in increasing awareness of the significance of a poem through the study of the technique and of the shades of meaning, particular attention being paid to twentieth century poetry; detailed study of the work of one or more major poets

3 Drama

To include a brief examination of the development of the theatre and of the effect of stage conditions and changing public taste on dramatic form

As many plays as possible will be read, and at least two (one of which will be a Shakespeare play) studied in detail. Some practical experience will be given in the interpretation of plays on the stage. (Part of the Drama work will be covered in the general course, Aesthetic Studies.)

III Work concerned with children

1 The study of children's use of language and its relation to reading; the development of reading interests in children from 4 to 18 years; the choice of stories and poetry for young children, particular emphasis being laid on the assessment of the quality of this material; mime and dramatic work with infants and juniors

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2 Writing for young children
3 The study of books concerned with children

IV Speech

To include a short study of the technical aspects of speech (breathing, pronunciation, articulation), and a more detailed study of speech as interpretation of meaning (with reference to pitch, pace and intonation); practice in reading aloud and with the speech recorder

Books for Study or Reference

General

Potter: *Our Language*
Vallins: *Good English* and *Better English*
Gowers: *Plain Words* and *The ABC of Plain Words*
Brooks: *The Function of Good Writing*
Thompson: *Reading and Discrimination*
Leavis & Thompson: *Culture and Environment*
King & Ketley: *Control of Language*
Scott: *Meaning and Style*
Moore: *Idea and Expression* and *Prose at Present*
Read and Dobrée: *The London Book of English Prose*
Q. D. Leavis: *Fiction and the Reading Public*
F. R. Leavis: *The Great Tradition* and *The Common Pursuit*
Muir: *The Structure of the Novel*
Thouless: *Straight and Crooked Thinking*

Novels

Austen: *Pride and Prejudice, Sense and Sensibility, Emma, Persuasion, Northanger Abbey*
Charlotte Brontë: *Jane Eyre, Vilette*
Emily Brontë: *Wuthering Heights*
Eliot: *Adam Bede, Middlemarch*
Dickens: *Great Expectations, Hard Times*
Conrad: *Short Stories, The Heart of Darkness*
Forster: *Howard's End, Passage to India*
Hardy: *Tess of the D'Urbevilles, The Return of the Native*
Lawrence: *Short Stories, Sons and Lovers, The White Peacock*
Woolf: *To the Lighthouse, Mrs. Dalloway, Between the Acts*
Greene: *The Power and the Glory*

Poetry

Works of selected major poets (Penguin editions will be used where possible.)
Anthologies selected from:
The London Book of English Verse: Ed. Read and Dobrée
Chaucer to Rossetti: Ed. Harrison
The Heritage of Poetry: Ed. Wayne

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English (*continued*)
Contemporary Verse: Ed. Allott
This Half Century: Ed. Clay
Anthology of Contemporary Poetry: Ed. O'Donnell
Poetry and Appreciation: Ed. Scott

Critical works for reference:
Gurrey: *Appreciation of Poetry*
Leavis: *Revaluations and New Bearings*
Brooks: *Modern Poetry and the Tradition*

Drama
Plays of Shakespeare, Congreve, Sheridan, Wilde, Shaw, Eliot, Fry, etc.
Whitfield: *Introduction to Drama*
Allardyce Nicoll: *Theory of Drama* and *The Development of the Theatre*
Slade: *Child Drama*

Books about Children
Blake: *Songs of Innocence*
Wordsworth: *The Prelude, Book I*
Dickens: *Great Expectations, David Copperfield*
Uttley: *The Country Child*
Hartley: *The Shrimp and the Anemone*
Rowse: *A Cornish Childhood*
Williamson: *Dandelion Days*
Mansfield: *At the Bay*
James: *The Turn of the Screw* and *What Maisie Knew*
Cary: *A House of Children*
Joyce: *Portrait of the Artist*
Gosse: *Father and Son*

SECTION IV

Art and Craft

ART

1 A study of the Arts in general in order to discover:
   (a) The influence of contemporary thought
   (b) Particular values and techniques
2 Development of skills through experiment with water colours, oils, pastel, clay, wood and fabrics
3 The critical study of a topic of particular interest to the student

CRAFT

A general survey of trends influencing design and technique in the present and in the past

The study and practice of one of the following crafts:

1 Bookbinding
   The planning of books; production of patterned papers and lino cut illustrations; binding of multi-section books in cloth

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and leather, in case-bound, flexible and library styles, with suitable decoration

2 Pottery and Modelling in Clay
Making coiled, thumbed and slab pots; wheel pottery; underglaze painting, slip decoration, glazing, firing

3 Woodwork
Construction of toys, apparatus and small articles of furniture involving the common tool operations; designing and sketching; the making and interpretation of working drawings

The critical study of a topic of particular interest to the student

DRESS DESIGN

The students will be encouraged to develop their natural interest in dress, with emphasis on the importance of the relationships of colour, style, decoration and general background. Practical experience will be given in designing, cutting and making garments.

Biology

I The evolutionary history of man, including a classification into the main phyla of the animal and plant kingdoms

II Systematic work; diagnostic characters of selected phyla and special knowledge of the members of the group in the college area

III General physiology of living organisms; abnormal adaptations in response to special environments

IV Ecology; studies of animals and plants in relation to natural environment and their interdependence, including surveys of freshwater pond, moorland, seashore and woodland

V Outline history of biology

VI Each student will be expected to make a detailed investigation of a special topic which may include field work

The laboratory work will include practice in the setting up and maintenance of aquaria and vivaria.

English

The following will be undertaken in addition to the first year's work of the course in Section III.

I 1 The study of a selection of general critical works: *e.g.*,
Read: *English Prose Style*
Eliot: *Selected Prose* (Penguin edition)

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English (*continued*)

Forster: *Aspects of the Novel*
Day Lewis: *The Poetic Image*
Brooks: *The Well-Wrought Urn*
Hopkins: *Notebooks*
Roberts: *Critique of Poetry*
Clay: *The English Critic*
Murry: *The Problem of Style*

2 Practical Criticism

II The study of the Shakespearian conception of tragedy; the reading of most of the following plays and a detailed study of two:

Romeo and Juliet, Macbeth, Othello, Hamlet, King Lear, Antony and Cleopatra, Troilus and Cressida, Measure for Measure

III Detailed study of one or two selected topics, *e.g.*

1 Chaucer and his view of his contemporaries
2 Webster and non-Shakespearian drama
3 Elizabethan and early seventeenth century lyrics
4 Milton as a prose-writer or poet
5 Pope and eighteenth century standards of taste
6 Jane Austen, compared with one Victorian novelist
7 Keats, Shelley or Wordsworth and early nineteenth century poetry
8 Tennyson, Browning or Arnold and Victorian poetry

IV Particular study of modern writing from 1890 to the present day, leading to assessment of contemporary taste in drama, poetry and the novel

V A long essay on some literary subject of particular interest to the student

Geography

I Regional Geography
The regional geography of some continental area, *e.g.* North America or Europe, to correlate the main branches of geography

II An outline of the history of the development of geographical concepts and thought

III Individual Work

A monograph on the local geography of any area other than Scarborough or the investigation of a single approved topic

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Music

I The study and practice of composition

II A general survey of the development of musical texture

III Vocal or Instrumental Performance

(a) One song or piece by Bach, the other by a twentieth century composer

(b) Transposition of an easy accompaniment

(c) Sight-singing from staff notation with or without the use of solfa syllables; or sight-reading a piece of comparable difficulty at the keyboard

IV The identification of

1 the style and period of selected quotations

2 a melody; harmony in two and three parts involving accidentals

3 inaccuracies in a given performance

V A piece of musical collation of the student's own choice

Religious Education

All students taking this course will also attend the course in Section I

I The Old Testament

A fuller treatment of the history and religion of the Old Testament and inter-testamental periods, with a detailed study of one book or of passages from several

II The Gospels

The Gospel before the Gospels
An introduction to the four Gospels, their characteristics and literary relationships

The portrait of Jesus in the Gospels, with special reference to one Gospel which will be studied as a set book

III The Church

A survey of various aspects of the Christian community up to 313 A.D., including reference to the Acts of the Apostles and the New Testament Epistles

IV A prepared essay of some 7,500-10,000 words on an approved subject

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SECTION V

Aesthetic Studies

1 Experimental work:
   (a) In art and crafts with varied media to include cardboard, charcoal, clay, paint, pencil, fabrics, wood
   (b) In simple music composition and in movement; in music-making with piano, voice, recorder and percussion instruments
   (c) In play making, verse and story writing
2 The use of material to enrich children's aesthetic experiences
3 The general study of children's creative interests, with the particular study of one aspect
4 The study of the art, crafts, music and literature of any one period in its religious, political and social setting
5 A consideration of aesthetic standards in present-day society

Environmental Studies

A study of the local environment with particular emphasis on the biological and geographical aspects, illustrating methods of investigation and leading to an appreciation of environmental influences in other regions

BIOLOGICAL ASPECT

The natural environment of Scarborough and its area to include

1 Comparative ecological surveys of the following: fresh-water pond, moorland, seashore and woodland
2 Representative life-histories of groups of animals and plants of these environments
3 Experimental study of the factors influencing plants and animals and the inter-dependence of living organisms
4 The normal physiology of living organisms and abnormal adaptations in response to special environments

GEOGRAPHICAL ASPECT

A study of the physical and human environment to include

1 Relief and the effects of geology and erosion
2 Climate, weather records and synoptic charts
3 Occupations of the population and simple sociology
4 The effect of history on the growth and pattern of settlement

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RIPON TRAINING COLLEGE

SECTION I

Principles of Education

Part I

I 1 The meaning and purpose of education, derived from a study of children and from the ideals of society
2 The agencies of education, particularly the school, and the development of the educational system since 1800
3 The growth of educational theory *or* a selected period in the History of Education

II Educational Psychology: a simple study of the development of children (including observation, class-room experience and experiment)

1 Bases of development: physical nature and psychological endowment
2 Processes of learning
3 Personality and character in their intellectual, social, moral and aesthetic aspects
4 Tests of capacity and attainment: individual differences
5 Children as individuals and as members of a school community
6 Discipline and freedom

Part II

I School Organisation

II The School Curriculum
1 Its general principles
2 Its particular content, as suited to successive levels of development and special circumstances

III Method
1 General principles of method underlying the acquirement of knowledge and skill and the development of appreciation
2 Adaptation of such principles to children and to the curriculum in different types of school

Alternative papers will be drawn up to cover the syllabus of Part II, and students will be restricted to *one* of these alternatives.

Papers will be arranged for the following courses:
(a) Teachers of children below the age of 11 years
(b) Teachers of children above the age of 7 years

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Health Education

Common syllabus (page 111)

Physical Education

Either

I (for students training to teach in Primary Schools)
The principles and practice of physical education with special study of the Ministry of Education recommendations outlined in *Moving and Growing* and *Planning the Programme*

or

II (for students training to teach in Secondary Schools who wish to be able to assist the physical education specialist)

1 Theory of physical education in secondary schools

2 Observation periods and practical teaching experience

Throughout the two-year course all students take part in practical sessions which include general movement training, dancing, vaulting, athletics, swimming and games.

SECTION II

Sixty full days of School Practice or its equivalent

SECTION III

English

This course will be taken by all students except those offering English as a special subject. It will provide practice in the use and understanding of spoken and written English, and will be based upon the study of selected English texts, which will include at least a verse anthology, a play of Shakespeare, a further example of drama, a novel, and a prose work other than a novel. First Year students will take a course in Speech Training.

Students will be encouraged to take part in College activities requiring any form of public speaking. Their abilities will be trained by wide reading, and by exercises in imaginative and factual writing, poetry and drama.

The course includes lectures and practical work on the various branches of English teaching for children of infant, junior and secondary modern age groups.

SECTION IV

Art and Crafts

Common syllabus (page 112)

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English

Language

The course will provide practice in the understanding and use of spoken and written English, with training in criticism of prose and poetry.

Literature

Each student will make a study of three of the following topics:

1 Modern Poetry: changes in subject-matter and technique in the poetry of the past fifty years, illustrated by selections from five or six modern poets

2 Shakespeare: study of Shakespeare's development as poet and dramatist, with detailed reference to at least three representative plays

3 Drama since Shakespeare

or

Outline of Drama, with study of the theatre

4 The development of the novel, with reading and discussion of representative novels

5 A study of narrative poetry

In addition, each student will choose a period the literature of which will be studied in greater detail. At present this period will be chosen from the following:

The Elizabethan-Jacobean period

The seventeenth century

The eighteenth century

The early nineteenth century

The second half of the nineteenth century

Representative texts, not fewer than eight in number, will be prescribed for detailed study.

Geography

I General Principles of World Geography

1 The Earth as a planet: the effects of its movements

2 The Earth's crust: rocks, structure, land forms, soils

3 Weather and climate; the effects of climate on vegetation; major vegetation regions

4 The criteria upon which major natural regions may be based

5 Man and his environment, selected types of societies and occupations

6 Selected examples of world production of food, raw materials, power resources, industrial zones, trade and communications

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Geography (*continued*)

II Regional Study

Study of a selected region

III Local and Practical Work

To provide experience in the observation, investigation and recording of geographical data, and as a basis for comparison and further study

IV Independent Work

The study of a locality with which the student is familiar or some other approved individual topic

History

I English History from 1485

II The Modern World: a study of the history of the principal states and international problems of the nineteenth and twentieth centuries

III A special study

Mathematics

Common syllabus *either* A *or* B (page 112)

Music

1 Choral singing

2 Sight singing from staff notation, in major and minor modes, using solfa syllables

3 Ear tests, including melody and two-part writing at dictation; recognition of common chords, dominant sevenths and their inversions, and cadences

4 Written harmony, up to and including the use of the dominant seventh; melody writing, including the setting of simple words to music; simple two-part writing

5 One of the following courses of practical work

Singing: to include twenty National Songs or Folk Songs (from a standard collection), ten songs by composers of recognised standing, and singing at sight an easy song

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Pianoforte: a movement by Bach, a movement from a sonata, a piece chosen by the student, the playing at sight of an easy pianoforte piece and playing a prepared accompaniment to a vocal or instrumental solo

Organ: an easy fugue by Bach, a piece chosen by the student, the playing at sight of an easy organ piece and playing a prepared accompaniment to a vocal or instrumental solo

Violin: a piece chosen by the student, a movement from a sonata, and the playing at sight of an easy violin piece

6 Transposition
All students should be prepared (a) to transpose the accompaniment to six simple songs (to be set in advance) up or down not more than a tone, and (b) to transpose at sight (i) a simple melody, (ii) a series of chords in four-part harmony, and (iii) a hymn tune

7 Score reading
Students who reach a sufficiently high standard in piano playing will be given practice in playing from a simple score

8 Outlines of Musical History

9 Study of Musical Form, including the analysis of fugues and sonata-form movements

Religious Knowledge

I The Bible

(The main emphasis throughout this course is upon Biblical Theology rather than upon Historical or Critical problems.)

1 An introduction to the Bible; its place and authority within the Christian tradition

2 The call and history of Israel as the Servant of God, as set forth in the relevant Old Testament literature, with a detailed study of certain selected books

3 The coming of Jesus Christ, his ministry and teaching; a detailed examination of one of the four Gospels

4 The emergence of the Church shown in a survey of other New Testament writings, with a detailed study of certain sections to illustrate the Apostolic Preaching, the Mission to the Gentiles, and the problems confronting the growing Church within the Roman Empire

II The History of the Church

1 The growth of the Canon of the New Testament

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2 The history of the creeds up to the Council of Nicaea with an introduction to the theological problems involved

3 An outline of the history of the Church, with special reference to the Church in England, with the particular study of one period

III The Christian faith to-day

1 The present situation with its contemporary problems arising from such matters as Science, Communism, the Ecumenical Movement

2 Religion in Education: its aims, and the implications of the 1944 Act

IV A dissertation of some 7,500—10,000 words on an approved subject

Science Subjects

BIOLOGY

I The Interdependence of Plant and Animal Life, with special reference to one or more of the following:

1 Life in and around ponds and streams
2 Terrestrial communities
3 Life on the rocky shore
4 Insects
5 Bacteria
6 Parasites
7 Saprophytes
8 Soil

Emphasis will be placed on:

(a) the relationship between communities of plants and animals and their environment, and

(b) the relationship between Man and other living organisms.

II The Cell as the unit of structure of living material

1 Its structure and division
2 Histology

III Plant and Animal Morphology, Anatomy, Physiology, and Development, based on a comparative study of those types (and others) encountered in Section I

IV Classification of Living Organisms

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V Heredity

VI Evolution

VII An Individual Study, which is to be a record of practical work carried out on a topic of special individual interest

GENERAL SCIENCE

Examples and illustrations will as far as possible be chosen to exemplify the application of the principles to everyday life.

I Simple physiology of a green plant and an animal in relation to the Physics and Chemistry involved

1 Importance of energy in living things; definitions of energy and work

(a) Experimental study of the conversion of energy into different forms

(b) Energy of the living organism; comparison of respiration and combustion; the energy cycle in nature; respiratory organs in plants and animals

(c) The mechanisms of respiration; composition of air; gaseous diffusion; Graham's Law; pressure, its measurement and effects; solubilities of gases

2 Nutrition

(a) Metabolism of plants; photosynthesis; storage of energy during photosynthesis; elementary study of light; rectilinear propagation; passage through a prism; spectrum; coloured lights and coloured pigments; the wave theory outlined; chemical changes accelerated by light; essential elements and their sources, the meaning of a salt; salts of the soil; the nitrogen cycle; calcium carbonate

(b) Nutrition of a mammal or bird; proteins, carbohydrates, fats, their composition and tests; percentage composition of common food stuffs; digestion; enzymes; crystalloids and colloids; dialysis

3 Water relations; importance of water as a food and as a transporting agent; solution; osmosis; transpiration and perspiration contrasted

Evaporation and condensation; latent heat

Water as an environment; flotation; density; surface tension

Hope's experiment; capillarity

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Science Subjects (*continued*)

4 Response

(a) Methods of securing movements in different types of plants and animals; levers

(b) Methods of perceiving stimuli; physics of the eye; path of light through a thick lens, real and virtual images, distortions, effect of a stop, effect of altering radius of curvature; accommodation; magnification; the eye of an insect and of a mammal; touch spots; touch mechanism of an insect and of a mammal; hearing; transmission of sound; pitch; resonance

II Evolution

1 A natural system of plants and animals, studies being made from types selected from the following:

Animals; amoeba; hydra; earthworm; insects; fish; frog; bird; mammal

Plants; chlamydomonas; protococcus; volvox; vaucheria; fucus; fungi; fern; conifer; angiosperm

Study of one natural order to illustrate the meaning of species genus and family

Outline of embryology of the chick

2 The natural system as evidence of evolution

Other evidence for evolution

Theories of Lamarck and Darwin

Heredity and genetics; Mendel's work and its applications

Nuclear structure and behaviour

RURAL STUDIES

The emphasis throughout the course will be on practical work. The amount of time spent on any one part of the syllabus will depend on the needs and interests of the students.

I Plant propagation: raising plants from seed, cuttings, layers, division, grafting, budding, runners, bulbs, corms, tubers, rhizomes

Planning the garden: allocating space for vegetables, fruit and flowers, lawns and paths in the home or school garden

Tools: their use and care

Soil cultivation: digging, trenching, hoeing, etc.

Manures and fertilizers: making of a compost heap; kinds of manures and fertilizers; plant food requirements

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Pests, diseases and weeds: recognition and control

Growing vegetables: planning the vegetable plot; systems of grouping and rotating crops; growing all the well known vegetables, salads and herbs; harvesting and storing vegetables

Growing fruit; planning the fruit garden; choice of stocks, kinds and varieties of fruit; planting bushes and trees; pruning bushes and trees; other routine work

Growing flowers: planning the flower garden; growing of decorative trees and shrubs; cultivation of herbaceous perennials; sowing and caring for an annual border; raising and growing bedding plants in borders, window boxes, hanging baskets and tubs; growing bulbs indoors; growing cut flowers in a nursery bed; growing rock garden plants in a sunk garden; raising and caring for greenhouse and room plants

Utilization of garden produce: use of food crops for feeding livestock, use of flowers and plants for indoor decoration

Small livestock and bees: breeding and care of either rabbits, poultry, pigs or bees

Rural studies: study of the life and work on the farms and nursery gardens in the district; Young Farmers' Clubs and the work they do; an elementary study of plant and animal ecology; the history of gardening and farming

II Soil study: formation, composition, structure, soil organisms, nitrogen cycle, manuring, liming, soil fertility

Plant study: study of external and internal plant structure to enable the student to understand garden and farm practice, and make use of a flora for practical work

Animal structure and physiology: food requirements, digestion, reproduction

Genetics: the application of Mendel's work to plant and animal breeding

III Individual Work

Each student will submit:

(a) A garden diary which should include reports on work, weather, crop yields, flowering dates, visits, etc.

(b) A written report (which may be accompanied by suitable specimens) of a personal investigation or study on a topic connected with gardening or the countryside

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SECTION V

Art and Crafts

ART

The aim of this course is to teach drawing, painting and design and to give opportunity for experiment in a variety of media and materials. Some simple craft processes will be explored and a grounding given in lettering.

Individual study of some aspects of the history of art will be planned to give students an awareness of their artistic heritage.

1 Painting and drawing

Composition and the use of colours; the development of the power to observe and the painter's interpretation of things seen; imaginative picture-making and illustration; a study of techniques in different media and their application to picture-making in schools at all levels; figure, plant and objective drawing and painting in relation to the above

2 History and appreciation of Art

Planned individual private study of periods and schools of painting; discussion groups arranged so that findings may be shared as far as is possible; the investigation of ways and means of linking this with school work in drawing and painting

3 Design

Experimental work in various types of design, carried through wherever possible to the logical conclusion of a craft process

4 Lettering

The acquiring of a good formal hand which will be of use to the student in her own work; a knowledge of traditional basic forms in lettering

5 Teaching Method

This course has a bias towards school work, and teaching method will therefore be considered throughout alongside practical work.

CRAFTS

A study of one of the following, with some practice in other media:

1 POTTERY

(a) Care of clay, qualities of different clays, principles of firing

(b) Techniques involved in making coil and slab pots; moulded dishes

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(c) Wheel pottery; turning, fixing handles
(d) Slip decoration; sprig decoration; and incision
(e) Modelling
(f) Experience with other materials
  (i) Carving in plaster, soft wood, soap
  (ii) Using waste materials imaginatively

2 BOOKBINDING

(a) Choice of papers; their qualities and uses
(b) Techniques; mounting, pressing, covering board, mitring, the use of glue and paste
(c) Making a single section book, both simple and advanced
(d) Binding a book of several sections, simple and advanced
(e) Lettering and tooling
(f) At least six methods of decorating papers; experimentation

3 WOODWORK

(a) Use of hard and soft woods; experience of working with two or three woods
(b) Use of tools; various saws, chisel, drill, gouge, gimlet, etc.
(c) Making a simple article (*e.g.* toy)

4 NEEDLEWORK

(a) Fabric construction, care of clothes
  Choice of style, colour and design
  Commercial patterns, simple adaptations
  Use and care of sewing machines, use of attachments
  Basic processes in the making of undergarments and dresses
(b) Practical work
  Construction of one or two garments
  Design for a costume for a play with brief instructions about fabric and details of making
  Teaching material for one age group

5 EMBROIDERY

(a) Fabrics, texture, colour and design
  Introduction to different types of embroidery, stitches, etc.
  Some historical background work
(b) Practical work in both pure and applied embroidery
(c) A piece of work showing original design and good colour and stitchery
(d) An undergarment or child's dress showing decorative work
(e) A notebook

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Art and Crafts (*continued*)

6 WEAVING

(a) Fibres, source and brief historical background
Development of simple weaving
Card weaving, colour and design experiments
Box loom, shaft loom weaving; dyeing and spinning

(b) Practical work
Weaving with cane; card weaving; loom weaving
File to show experimental work
Teaching material for one age group

Geography

Local Geography
Aspects of world geography, physical and human
Regional geography; one or two selected areas
The teaching of Geography in junior and secondary modern schools

History

Local History
Study of one or more selected periods of British History
Individual work: a study of some aspect of
either European History since 1453
or British Colonial History
or a selected topic
Methods of teaching History in primary and secondary modern schools

Mathematics

BASIC PRACTICE IN ARITHMETIC

The subjects usually treated in a course of elementary arithmetic
Graphs
Easy properties of straight lines, rectilinear figures, and circles
Easy properties of solid figures, *e.g.*, cylinder, cone, sphere
Mensuration of plane figures and simple solids

Music

I Practical Work

1 Singing: unison and part-songs; rounds, descants; elementary conducting
2 Sight singing from staff and solfa; French time names
3 Practical group work in one of the following: stringed instruments, recorders, pianoforte, singing
4 Aural training, including simple dictation of melody and rhythm

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II Theory of Music

1 Simple basic rudiments, taught with reference to practical work and music reading

2 Simple melody writing; setting of a simple stanza of verse to a melody

III Teaching of Music

1 Reading of music; ear training and sight singing connected with this

2 Teaching of singing; choice of songs

3 Use of recorders, percussion band and gramophone

4 Choice of suitable music and records for children's listening; methods of introducing these

Religious Knowledge

I The Christian Revelation

1 An introduction to the Bible: its place and authority within the Christian tradition

2 The call and history of Israel, the Servant of God; God's revelation of himself through historical events and the prophetic insight

3 The coming of Jesus Christ, his ministry and teaching

4 The emergence of the Christian Church, its conditions of membership, its life and its worship

II The Christian Church

1 An outline of its history, in particular the history of the Church in England

2 Membership of the Church to-day; discussions upon its privileges and responsibilities

III Religion in Education

1 The aim of religious education: the 1944 Act; school worship; the implication of Christian values in the life of the school community

2 Matter, method and "aids" in Christian instruction

Science

NATURE STUDY

Outline classification of animals and plants illustrated by study of life histories of locally occurring types

Use of a flora; identification and recognition of common British animals

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Nature Study (*continued*)

Simple experimental physiology of a flowering plant, with the underlying Physics and Chemistry

Ecological studies of selected regions in the neighbourhood, including soil study, to bring out the inter-relationships of plant and animal life

Study of the atmopshere and of water, their properties and effects on living things

Weather study

Acids, bases and salts; salts of the soil

Man's debt to Science illustrated by study of some of the public services (*e.g.*, power and its sources) and of the lives of some of the scientists

The teaching of Nature Study in junior and secondary modern schools

Individual investigation of a topic approved by the College

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ST. JOHN'S COLLEGE, YORK

SECTION I

Principles of Education

I The Principles of Education

1 The meaning and purpose of education

2 Christian education

3 Agencies of education and the social aspects of education

II Education in England

1 The growth of education in England

2 Organisation and legislation with special reference to the 1944 Act

3 The School (i) Curriculum and content as related to the child and the needs of society (ii) Problems affecting school life

III Educational Psychology

A simple outline study of the development of children (including observation, classroom experience and experiment)

1 Bases of development; physical nature and psychological endowment

2 Processes of learning

3 Personality and character; the growth of values

4 The child as an individual and as a member of society; individual and social development

5 Tests of capacity and attainment; individual differences

6 Abnormal children

7 Discipline and freedom

IV Method

1 The role of the teacher; classroom leadership

2 General principles of method underlying the acquirement of knowledge and skill and the development of appreciation

3 Adapatation of such principles to the child and to the curriculum in different types of schools

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Education (*continued*)

4 Practical work involving group and class work with children of junior and senior age range.

5 The following Primary School work course (for students preparing to teach in that age-range)

ART AND CRAFT
The planning of lessons; model making; pattern making; picture making; modelling; the making of booklets; cover design; paper sculpture; simple card models; pasting, simple stitching and mounting

MUSIC
The planning of lessons; song teaching and repertory; music reading; voice training; percussion practice; the use of the gramophone; broadcast lessons in music

NATURE STUDY (PRACTICAL)
Collecting, observing, recording
Flower pressing and mounting
Leaf printing
Plaster casts; simple aquaria
Germination of seeds
Nature Tables
Practical work will vary according to the time of year.

Health Education (A one-year course taken in the second year)
The course follows the general lines of the common syllabus (page 111).

1 The school as it affects the promotion and maintenance of health
Health training in schools
Medical and Dental Services
The backward child
Special Schools

2 Nutrition
Infection and immunity

Physical Education
The principles and practice of Physical Education for Primary Schools in accordance with the appropriate Ministry of Education pamphlets and recent developments
This course is completed in the First Year, and is followed by a "Keep-fit Class" for one hour a week in the Second Year; it is taken by all students who do not take a Special or Subsidiary course in the subject

SECTION II

Sixty full days of School Practice or its equivalent

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SECTION III

English

This course will be followed by all students except those taking English as a Special course. It will provide practice in the use and understanding of spoken and written English, and will be based mainly upon the study of selected English texts, consisting of the following:

1 An anthology of verse (at present *The Chatto Book of Modern Poetry* ed. Day Lewis and Lehmann)
2 A play by Shakespeare
3 A modern play
4 A novel
5 A non-fiction prose work

At the same time students will be encouraged to read widely, and will be given an opportunity in the final examination to show evidence of breadth of reading.

For written work the following books are recommended:

Jepson: *The Writer's Craft* and *A New Guide to Precis Writing*
Gowers: *An ABC of Plain Words*
Vallins: *Good English*

At all stages the work will be related to the teaching of English in schools.

SECTION IV

Art and Crafts

ART

Common syllabus (page 112)

CRAFTS

I Practical Woodwork
  1 Uses, care and maintenance of tools and equipment
  2 Methods of construction and design
  3 Veneering; wood turning
  4 Wood finishes and their application

II Practical Metalwork
  1 Uses, care and maintenance of tools, equipment and machines
  2 Fitting, sheet metalwork, lathe work, forge work, soldering, brazing, hardening and tempering

III Technical Drawing
  1 Geometrical figures; the circle
  2 Orthographic, isometric and oblique projections
  3 Solids and sections
  4 Developments
  5 Woodwork and engineering drawings
  6 Technical drawing in the school

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IV Theoretical Principles
- 1 Technology of tools and materials
- 2 Woodwork and metalwork in the school
- 3 Schemes of work
- 4 Organisation and control
- 5 History of the crafts

ART AND CRAFTS

The course is designed to give a wider experience of both Art and Crafts. On the Art side the work covers painting, illustration, design, modelling, etc., and the main Crafts are bookbinding, printing and pottery.

Students spend some time gaining experience in the above-mentioned work in a general way, and then

either

take a main course in Art (see below) and a subsidiary course in one of the Crafts mentioned above,

or

take a main course in one of the Crafts (see below) and a subsidiary course in Art,

or

gain some experience in other forms of practical work not chosen as the main subject of study, *e.g.*, metalwork, carving, modelling, etc., together with sufficient experience in woodwork to maintain in good condition the equipment used, and to deal with such work intelligently in the classroom.

Details of the work covered by the main courses mentioned above are as follows:

ART

1 The Teaching of Art
2 The History and Appreciation of Art
3 Painting in various media
4 Modelling and carving
5 Fabric printing
6 Illustration including linoleum printing and lettering
7 Pattern making, etc.

BOOKBINDING

1 Some preliminary technical exercises
2 Binding in the various styles, including full leather
3 All forms of finishing and design
4 The history and teaching of the craft

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PRINTING

1 Typesetting, locking-up, and machine work; lay out
2 Printing for illustration from lino, lineblock and screen
3 The history, theory, and teaching of the craft in schools

POTTERY

1 Thumb, slab and coiled pots, tiles, etc.
2 Throwing and casting
3 Firing, biscuit and glost
4 Slip coating and decorative processes; glazing
5 The history, theory and teaching of the craft in schools

English

Language

The course will provide practice in the use and understanding of spoken and written English, with training in criticism of prose and poetry.

Literature

Each student will make a study of four of the following topics during his course:

1 The Growth of the English Language
2 Middle English Verse and the Origins of Drama (with selections from Chaucer, Langland, *Early English Lyrics* (Chambers), and various mystery and morality plays)
3 Modern Poetry: changes in subject matter and technique in the poetry of the past fifty years, illustrated by selections from five or six modern poets
4 Shakespeare: a study of Shakespeare's development as poet and dramatist, with detailed reference to at least three representative plays
5 Drama since Shakespeare
6 The Development of the Novel, with reading and discussion of representative novels

In addition, each student will study the literature of a chosen period in greater detail. At present this period will be chosen from the following:

1 The Elizabethan-Jacobean period
2 1790-1840
3 The Victorian period
4 The twentieth century

Representative texts, not fewer than eight in number, will be prescribed for detailed study.

Assessment will be by written examination papers in Language and Literature, together with a series of six essays to be written during the second year on various aspects of a theme connected with the syllabus.

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Geography

I General Principles of World Geography
- 1 Map reading, elements of map projection, use of globe The Earth as a planet, its movements and their influences
- 2 Distribution of land and water; rocks, their formation and classification; erosion, soils, landscape types, occurrence of minerals
- 3 Weather and climate; climatic regions of the world; vegetation types and major natural regions
- 4 Human geography (including historical): origin and growth of selected towns, states, frontiers; distribution of population
- 5 Elements of economic geography; selected classes of commodities which are of international importance; sources of power; development of industries and communications

II Detailed study of a selected area or areas on regional basis

III Regional survey of an area familiar to student, in form of dissertation limited to 8,000 words

History

I Modern Europe from 1500 A.D.

II Selected special study of one such topic as, *e.g.*:
- 1 British Colonial History
- 2 History of the United States of America
- 3 English Economic History

Mathematics

Common syllabus A only (page 112)

Music

The aims of the course are these: to encourage each student to attain to as high a standard of general musicianship as possible, in addition to pursuing his own particular interests; and to encourage him to find ways of helping children to find delight in music and music making.

The Course includes:

I General Musical Knowledge
- 1 Ear-training and sight-singing
- 2 Melody writing, and a knowledge of Harmony, Counterpoint and the elements of Fugue, including two, three, and four-part writing

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3 Simple scoring and arranging for voices and instruments
4 Musical History, Form, and Appreciation

II Vocal and Instrumental Performance

1 Solo performance on one of the following:
A keyboard instrument; an orchestral instrument; singing; descant and treble recorders
2 Keyboard work, including accompaniment, harmonisation, transposition, and playing from vocal score
3 Some practical knowledge of recorder (descant or treble), or stringed instrument, and singing
4 Conducting
5 Ensemble work

III School Music

1 The training of children's voices
2 The teaching of music reading
3 Ear training
4 Song teaching and the song repertory
5 Melody making (oral and written)
6 General principles relating to music and movement, school choirs, school orchestras, percussion bands, and recorders
7 The encouragement of intelligent listening

Physical Education

For students wishing to teach Physical Education as their main subject in schools

I Theoretical

A study of the aims, principles and practice of Physical Education through:

1 Anatomy and Physiology necessary for understanding the effects of exercise, the mechanics of movement, the acquisition of physical skills and first aid
2 Consideration of the purpose and place of physical education, its scope and the content of a school curriculum
3 Gymnastic theory and the principles of games and sport
4 Teaching methods and lesson preparation for general and particular aspects of the subject
5 Preparation for the awards of the National Games and Sports organisations, *e.g.*, R.L.S.S., A.S.A., F.A., according to individual ability
6 Consideration of other forms of recreation, *e.g.*, camping, and the scope for obtaining further training in various physical activities

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Music (*continued*)

II Practical

1 Gymnastics: progressive personal training
2 Games: skill practices and team play in Rugby, Association Football and Cricket
3 Practice of lessons suitable for primary and secondary school classes, including minor games
4 Athletics; training practices
5 Swimming: preparation for R.L.S.S. and A.S.A. awards
6 A short camping expedition

III Teaching Practice

1 Observation of demonstration lessons in infant, primary and secondary schools
2 Teaching fellow students
3 Teaching in primary and secondary schools

IV Special Study

Each student will submit studies on two topics approved by the tutor and normally selected by the student. This work will be allocated 20% of the marks for theory.

V Voluntary Activities

Opportunities are available for voluntary practice in other games, *e.g.*, tennis, basket ball and also in such activities as canoeing and folk dancing

Religious Knowledge

All students taking this course also take the general course in Divinity (page 210)

I Introduction

1 The nature of Religion
2 Reason and Revelation
3 The nature and structure of the Bible

II The Christian Revelation

1 The history of Israel from Abraham to the fall of Jerusalem in A.D. 70, illustrated by a critical survey of the relevant Old Testament literature
2 The leading ideas of the Old Testament, with special reference to the Covenant relation, the prophetic interpretation of history, post-exilic religious developments, and the Messianic hope
3 A general survey of the New Testament writings, with special reference to the Apostolic preaching and its development, the Synoptic Gospels in the light of source criticism, form criticism, and theological criticism, the Pauline Epistles, Hebrews, and the Johannine writings

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Throughout this course the main emphasis will be upon Biblical Theology rather than upon chronological and critical problems.

III The History of the Church, with special reference to the Church in England
The organisation and worship of the early Church; the persecutions; the Arian heresy and the work of St. Athanasius; the Ecumenical Councils; the rise of Monasticism; the life and writings of St. Augustine, with special reference to the Pelagian controversy; the development of the Roman primacy; the Roman and Celtic missions to England; the Anglo-Saxon missions on the Continent in the seventh and eighth centuries and the foundations of medieval Christendom; Monastic reforms; the Investiture controversy; the Papacy in the fourteenth and fifteenth centuries; the Conciliar Movement; Luther, Calvin and Zwingli; the Reformation in England to the Elizabethan Settlement; the Counter-Reformation; the growth of Puritanism and Dissent in England; the High Church Tradition in the seventeenth century; the growth of religious toleration; the Wesleyan and Evangelical revivals; The Oxford Movement and its results; the Missionary expansion of the Church; the Ecumenical Movement

IV The Church and Modern Problems
This section will include discussion of such problems as Communism and Christianity, Science and Religion, "The Social Gospel," the Church's part in Education.

V All students will write a dissertation of some 7,500-10,000 words on an approved subject.

Science Subjects

Students who choose Science subjects for their Section IV courses will be pursuing one of the integrated Three Year courses, descriptions of which are given on pages 227 and following.
The parts of the Three Year Course syllabus relevant to the examination for the Institute's Certificate in Education held at the end of the second year are as follows.

BIOLOGY

The course will include:

1 A general study of the main groups of British plants and animals, with a more detailed study of the angiosperms and mammals

2 Ecological studies of local flora and fauna, including individual surveys

3 The living cell; plant and animal physiology

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4 Principles of heredity and evolution

5 The living world as a whole: interdependence

6 The teaching of biology

The course will be based on field work and practical work, supplemented by the keeping of living organisms in the laboratory.

Each student will be required to submit for examination the individual survey referred to under 2 above.

CHEMISTRY

The course involves a more systematic and extensive treatment of the syllabus given on page 210 below than is possible in a Section V course. As far as possible, each student will be encouraged to do work which develops his existing knowledge of chemistry.

PHYSICS

Topics will be chosen from the following:

PROPERTIES OF MATTER

Work and energy, machines, friction, elasticity, impacts, momentum, motion in a circle, gravitation, surface tension, viscosity

HEAT

Temperature measurement, expansion, change of state, properties of vapours, atmospheric phenomena, mechanical equivalent of heat, transfer of heat, thermodynamics

LIGHT

Reflection and refraction, mirrors and lenses, the human eye, photometry, optical instruments, velocity of light, wave theory, interference, diffraction, polarisation

ELECTRICITY

Magnetic properties of materials; principles of electrical theory leading to a study of alternating current, thermionics, discharge in gases, X-rays and radioactivity

RURAL SCIENCE

I Garden Practice

The use and care of tools, and the methods of soil cultivation

The use of manures, fertilisers and lime: composting

Pests and diseases of plants

Vegetable gardening, including the use of continuous cloches

The culture of hard and soft fruits; the propagation of fruit trees and bushes

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The cultivation, propagation and use in the school garden of:

(a) Flowering shrubs, including roses

(b) Herbaceous perennials; annual and biennial flowering plants

A study of some British indigenous grasses and of the commercial grasses available for lawns and playing fields; lawn creation and management

The management of a heated and unheated greenhouse

The main methods of plant propagation

The origin and characteristics, mainly physical and biological, of soil; the fauna of the soil

Planning and maintaining a school garden

The principles and methods of teaching school gardening

An introduction to simple experiments and investigations as part of a school gardening course

II Small Livestock

1 Bees: the natural history of the bee; types of hives; manipulation and management for honey production; swarm control; stock increase and queen rearing

Poultry: incubation, rearing, and care of adult stock; methods of housing and breeding

Rabbits: care and maintenance; breeding; types of housing

2 Pests and diseases of livestock

III Fieldwork

A farm study, to include a study throughout the seasons of the crops, livestock, and farm routine; simple surveying on farm and garden; visits to places of interest to Rural Science students; Young Farmers' Clubs

IV Individual Study

Each student will select one topic from each of sections I and II for more detailed personal study and will present short dissertations on these, together with a diary of farming routine as studied under Section III, as part of his final examination.

V Biology

1 The structure, physiology and life history of selected examples of angiosperms, mammals and birds

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Science Subjects (*continued*)

2 An elementary study of bacteria, fungi, protozoa, annelida, mollusca and arthropoda, together with consideration of the effect of many representatives of these groups upon agricultural and horticultural practices.

3 The elementary physiology of nutrition, respiration, growth and irritability of living organisms in general, and the water relations of the angiosperms (in so far as can be demonstrated by simple experiment)

4 Classification

5 Genetics (chiefly considered in relation to plant and animal breeding)

Social Studies

I Man as a Worker

1 Requirements and organsation of industry: staple and transport industries; employer and employed
Employers' federations and trade unions
The Co-operative movement
Ministry of Labour: industrial relations, unemployment insurance, rehabilitation and resettlement
Conciliation machinery
Wages; profits; machinery of trade
Finance; industrial location and planning

2 Housing; economic factors; the family and the community; population problems; recreational facilities

II Man in Society

Social history of England from 1815 to present day
Parliamentary and local government; Regionalism
Development of social services, statutory and voluntary
Reconstruction; education, housing, social security, international security
Law and the citizen: administration of law, treatment of delinquency
Rights and responsibility of citizens; public opinion

III Ethical Basis

General principles of social ethics, with special reference to such matters as the problems of authority and freedom, vocation, property, punishment, war, subject peoples

IV Practical Work

Social surveys; methods of social investigation
Group or individual surveys will be undertaken.

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SECTION V

NOTE

Students normally take two two-year courses in Section V. If, however, they are taking two courses in Section IV, they need take only one Section V course.

Art and Crafts

As with the Special courses, the essential basis of each Section V course is:
Art and Crafts in school
Art and Crafts in the life of the community

ARTS

The syllabus is the same as for the Special course, but students taking the Section V course will not be expected to show evidence of as wide a knowledge or experience.

CRAFTS

1 The main emphasis will be laid upon three aspects of Craft concerned with books:
   (a) Bookbinding, including preliminary exercises leading directly to bookbinding in various styles, and covering simple forms of decoration
   (b) Type-setting and lay-out
   (c) Simple methods of illustration
2 Some experience will be gained in modelling in various media, *e.g.*, clay, plaster, etc., and in simple pottery.
3 Some knowledge of the basic principles underlying woodwork, sufficient to maintain in good condition the equipment used in the above course

TECHNICAL DRAWING

The use and care of instruments and equipment; requirements for schools

The place of technical drawing in the curriculum of secondary schools

Methods of construction for plane geometrical figures, scales, the circle, tangents and normals, the ellipse, parabola and hyperbola, and helical, cycloidal and epicycloidal curves.'

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Technical Drawing (*continued*)

Loci

Isometric, oblique and orthographic projections

Projection of geometrical solids, including sections, made by cutting planes

Inclined and oblique planes

Interpenetration of solids

Development of surfaces

The preparation of working drawings in relation to:

(a) School Crafts

(b) Engineering and machinery

(c) Buildings and furnishings

The recommendations of the British Standards Institution will be followed.

Geography

I As in the Special Course

II Outline study of British Isles on a regional basis

III Local and practical work

History

English History

Mathematics

FIRST YEAR COURSE

This course will be taken by all students. It will comprise one hour a week for the whole of the first year and will deal with the material suitable for Primary and Secondary Modern School Mathematics, including the methods of presentation.

TWO YEAR COURSE

Common syllabus (page 112)

Students who offer Mathematics at Section V level in the integrated Three Year Course in General Science take the following syllabus:

ALGEBRA

Manipulation and evaluation of formulae; solution of equations; graphs; simple series, with the use of the binomial theoem for approximations

TRIGONOMETRY

A range of topics including, e.g., simple vector work, problems connected with the study of optics, the use of compound angle formulae

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A simple treatment of maxima and minima, rates, differential equations, and determination of moments of inertia

MECHANICS

Elementary work in statics and dynamics, extended at various points, e.g., to link up the energy principle and the mechanical equivalent of heat.

The syllabuses for the Section V courses in Biology, Chemistry and Physics are given on pages 210 and following.

Music

I General Musical Knowledge
- 1 Ear-training and sight-singing
- 2 The rudiments of music, melody writing, and an elementary knowledge of Harmony
- 3 Musical History, Form, and Appreciation

II Vocal and Instrumental Performance
- 1 A practical knowledge of voice production and singing
- 2 The playing of a keyboard instrument, and/or the playing of any melodic instruments which can be taught by class-methods in schools (*e.g.* recorder, violin)
- 3 Conducting

III School Music
As in the Special Course

Physical Education

For students wishing to be able to assist with Physical Education in Secondary Schools

1 The principles and practice of Physical Education for Primary Schools in accordance with the appropriate Ministry of Education pamphlets and recent developments

2 The principles and practice of the following aspects of Physical Education in Secondary Schools: the use of portable apparatus, football, cricket, swimming and athletics

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Religious Knowledge

GENERAL COURSE

DIVINITY

All students take this course whether or not they take a Special course in Religious Knowledge.

I The Bible

Introduction

The nature and structure of the Bible; its importance in the Christian tradition

The Bible Drama

An account of the story told in the Bible: the Creation; the Fall; the Chosen People, their call, success and failure; Israel as the Servant of God; the coming of Jesus Christ and his judgment upon Israel; the Christian Church, the New Israel; the Apocalypse

II The Story of the Church

A brief outline of the history of the Christian Church

III Life in the Church To-day

What it means to be a member of the Church to-day, illustrated particularly from the organisation, liturgy, missionary work and other activities of the Church of England

Science Subjects

BIOLOGY

1 A study of plant and animal morphology, physiology and life cycles, based on organisms readily obtained in the locality of the college, and with particular emphasis on the angiosperms, insects and mammals

2 Modes of life and nutrition; parasites, saprophytes, symbiosis
The interdependence of living organisms
The carbon and nitrogen cycles

3 Elements of classification, chiefly as an aid to identification

4 The cell as a unit of structure of living organisms; common microscopic organisms, particularly those found in pond and stream

CHEMISTRY

1 Early and modern theories of atomic and crystal structure, valency and bonding

2 Chemistry of selected metals, non-metals and their important compounds, including common acids and bases

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3 Elementary organic chemistry and biochemistry

4 Consideration of some applications of chemistry to modern life

5 Practical work, especially experiments suitable for schools (For students taking rural science, special emphasis will be placed on those topics which are frequently met in the applied biology of rural science.)

GARDENING

The use and care of tools; methods of soil cultivation and improvement

The use of manures, fertilisers and lime; composting

Soft fruits: propagation and culture

Annual and perennial flower borders; planning, establishment and management

Roses: cultivation and propagation

Lawns: suitable mixtures; creation and management

Simple methods of plant propagation; cold frames.

External morphology of flowering plants; a simple treatment of plant physiology

General methods of pest and disease control in the garden Beneficial insects

Planning and maintaining a school garden

The principles and methods of teaching school gardening; consideration of suitable experiments

PHYSICS

Emphasis will be laid on the application of physical principles to everyday life, thereby making clear the need for a study of the principles. A qualitative rather than a mathematical treatment will be given. It is intended that this course shall be a complementary study to such Section IV courses as Mathematics, Biology, Geography and Rural Science.

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THREE YEAR COURSES

Until 1956 Three-Year Courses within the Leeds Institute had been provided in Housecraft only, the general outline of work being divided into five sections as follows:

1 Principles of Education
2 Practical Teaching
3 English
4 Basic courses in Housecraft, etc.
5 A Special course

In addition to these, a Three-Year Course in Science began at the City of Leeds Training College in September 1956. Details are given on page 225.

INDIVIDUAL INSTITUTIONS

ILKLEY COLLEGE OF HOUSECRAFT

SECTION I

Principles of Education

I General Principles
- 1 Aims and values in education
- 2 Development of educational thought with special reference to
  - (a) the development of the idea of social responsibility for the welfare of children
  - (b) public education in England and Wales from the beginning of the Nineteenth Century to the present day

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II The School and Society

1 Preparation of the student for her chosen profession

2 The teacher's place in society: the special contribution of teachers of Housecraft

3 Two-fold function of the school as (a) fostering full development of each child, and (b) transmitting the codes and cultural heritage of the national and Christian society

4 The school as a community: internal organisation

III The Study of Children and Child Development

Opportunities are provided during the first year for visits to Nursery, Primary and Secondary schools, and series of lessons are arranged for children from a local school, in college.

1 Observation of children

2 Characteristic features of human development; the concept of growth and the inter-relation of its physical, emotional, social, intellectual and spiritual aspects; the consideration of children as complete human beings at each stage of development

3 Principal factors of heredity and environment which influence the development of each individual as a person and as a member of society

4 The environment, material and human, desirable at each stage of development for happiness and healthy all-round development; the basic needs for affection, security, achievement and social integration

5 Social adjustments, family, school and community; maladjustment and the problems of behaviour

6 How children learn: natural and acquired motives; acquisition of knowledge and manual skills; importance of early perceptual experience; attention; remembering and forgetting; development of imaginative and reasoning powers; development of language; attitudes and interests

7 Children as individuals: differences in (a) natural endowment (physical, intellectual, temperamental) and (b) abilities; recording and measurement; provision for special needs of gifted, retarded and backward children; diagnosis of individual difficulties; treatment

8 Development of personality; influences concerned in the development of character and will; growth and organisation of habits, sentiments and ideals

IV A study of adolescent girls, with special reference to home conditions and the opportunities in Housecraft training in schools

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Education (*continued*)

V 1 Modern progressive practice and educational experiments
2 Techniques and material equipment and their use

VI Modern methods of teaching Housecraft and Needlecraft subjects
1 Their relationship to the general pattern of education
2 Organisation, time-table, curriculum
3 Correlation with other subjects taught in school
4 Planning of rooms for Housecraft teaching, including adaptation of old rooms

Health Education

The study of the principles underlying healthy living

1 The human body: its structure and functions
2 Physical and mental needs of children and adolescents (Food, air, exercise, rest, cleanliness, clothing and good habits)
3 Simple first aid and home nursing

The appreciation of achievements made in the field of public health

Methods of teaching ways of healthy living

SECTION II

Practical Teaching

A minimum of sixty full days of Teaching Practice, or its equivalent, in carefully chosen types of schools in town and country to give experience of varying conditions

SECTION III

English

LANGUAGE AND LITERATURE

This course, taken by all students, is designed to encourage the development of individual taste in reading and in expressive work, whilst stimulating interest in a wider field of literature and fostering critical appreciation.

After preliminary lectures on library facilities, newspapers, periodicals and books of reference, there is concentration on spoken and written language as a medium of expression. Work in this field is closely co-ordinated with the study of literature, the emphasis being upon discrimination rather than upon historical development. Material selected for illustration will not necessarily be confined to the works indicated as examples.

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All students devote some time to the following topics: (a) the historical development of the English language (in simple outline); (b) aspects of Shakespeare's work (involving selections from a variety of plays in addition to the reading of two in their entirety); (c) traditional British ballads; (d) the use of the stage in play-reading (involving links with work in the Education course and the historical study of costume); (e) the study of, and practical written experiments in, varied literary forms of prose and verse. The undermentioned books will be used by all students.

The Plays of Shakespeare (Oxford Edition); a representative anthology of English poetry e.g., *The Albatross Book of Verse* (Collins); an anthology of contemporary poetry, e.g., *The Modern Poet* (Sidgwick and Jackson); *The Centuries Poetry* series (Penguin; *The The Oxford Book of English Prose*; *Present-day Prose* (Sidgwick and Jackson); *Modern Short Stories* (Everyman); *A Book of English Essays* (Penguin); Plays by Eliot, Fry, Morgan, Anouilh etc.; *The Concise Oxford Dictionary.*

General Reading

Books selected for general reading are given to the students under the headings set out below. Essays based upon this reading are taken into account in the general assessment of the work, and in the third year students are required to produce a longer essay on some specific topic suggested by the development of their literary interests during the course.

During the first year, when the work in English and Social Studies is closely linked, the students' general reading includes novels, biographies and books of travel. Later in the course, reading becomes more specialised as particular interests develop; the ground is thus prepared for the work of the final year.

FIRST YEAR

1 Local Background
E.g., the Brontes, Priestley, Holtby, Pontefract and Hartley

2 Regional Novels
E.g., Dickens, Hardy, Bennett, Trollope

3 Biography and Autobiography
E.g., Whitney: *Elizabeth Fry*; Moberley Bell: *Octavia Hill*; Hughes: *A London Family*; Ferrier: *Kathleen Ferrier*; Kitchen: *Brother to the Ox*; Vicars Bell: *The Dodo*; Collis: *The Ultimate Value*; Woolf: *Flush*; Magidoff: *Yehudi Menuhin*

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English (*continued*)

4 Travel and Contrasting Ways of Life

E.g., Su Ling: *Daughter of Confucius*; n. Waln: *House of Exile*; Forster; *A Passage to India*, *The Hill of Devi*; Mulk Raj Anand: *Untouchable*; Mowat: *The People of the Deer*; Stark: *Traveller's Prelude*; Harrer: *Seven Years in Tibet*; Grimble: *A Pattern of Islands*

SECOND AND THIRD YEARS

1 The Novel

E.g., Austen, Dickens, Hardy, Trollope, Bennett, Lawrence, Forster, Woolf, Greene, Cary

2 Drama

E.g., Sheridan, Ibsen, Wilde, Shaw, Eliot, Fry

3 Biography and Autobiography

A wider selection than that offered to first year students, e.g., Spain: *Mrs Beeton and her Husband*; Woolf: *Roger Fry*; Ludwig: *Beethoven*; Pearson: *Bernard Shaw*; Chesterton: *Autobiography*; Woodham-Smith: *Florence Nightingale*; Osbert Sitwell: *Left Hand Right Hand*; Sturt: *The Wheelwright's Shop*; de Selincourt: *Dorothy Wordsworth*; Sassoon: *Sherston's Progress*, *Memoirs of a Fox-Hunting Man*; Church: *Over the Bridge*

4 Books dealing with Childhood

E.g., Butler: *The Way of All Flesh*; Mansfield: *At the Bay* and *Prelude*; Hemingway: *The Old Man and the Sea*; O'Sullivan: *Twenty Years A-Growing*; Uttley: *The Country Child*; Laye: *The Dark Child*; Godden: *Episode of Sparrows*; Hartley: *The Shrimp and the Anemone*; Cary: *Charlie is my Darling*; Mankowitz: *A Kid for Two Farthings*

SPEECH TRAINING

The course aims at helping the students to reach a good standard of speech through the medium of voice production, dramatic work, choral speech, practice in reading aloud, story telling and dramatic work in schools. Use is made of recordings of students' own voices.

SECTION IV

All the courses in this section are compulsory, except Religious Knowledge.

Housecraft

FIRST YEAR

The aim of the course is to train the students in an appreciation of (a) the care and cleanliness of person, possessions and immediate

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environment, and (b) the nature and handling of materials used in the home and the principles involved in the removal of dirt from a variety of surfaces and fabrics, using modern methods, cleaning agents and equipment

The student and her possessions

Classification of belongings, arrangement in storage space available in College

Care of personal belongings—personal hygiene

Care of study bedrooms, including making of beds

Nature of dirt and principles of cleaning, choice and storage of equipment used

The student and her clothes

The choice, care, repair, renovation and laundering of underclothes, nightwear and College uniform

Valeting of outer garments and accessories

The student and her environment

Routine work in a home

Daily care of (a) bathrooms and lavatories; (b) dining room, including service of meals, laundering of table linen, cleaning of silver, laying of tables and trays; (c) sitting room, including cleaning of a fireplace and laying and lighting fires; (d) kitchen and its equipment, including cooking stoves, refrigerator and food storage units, clearing of meals and washing up; and (e) stairs, passages and entrance

The thorough cleaning of various rooms in the house; choice, use and care of vacuum cleaners

Study of household surfaces, treatment of wood, metals, plastics, glass, floor coverings, furniture and furnishings

Study of household water and drainage system

Household laundrywork: use of washing machines, organisation of household wash and spring cleaning wash, repair and laundering of delicate fibres, household linen and coloured articles, including tinting and dyeing

Throughout the year, attention will be drawn to methods of teaching Housecraft, to the use of visual aids and the value of assignment work.

SECOND YEAR

The main aim will be to show the relationship of each craft in home organisation. Students will be given practice in applying

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the knowledge and skills acquired in the first year to routine work in a home under a variety of circumstances and in different types of accommodation.

The work will be illustrated by group assignments dealing with the following topics:

Time and Motion Study applied to general household routine

Organisation of daily, thorough and special cleaning of rooms in the home

Guests in the home

Children in the home

Illness in the home

The care and maintenance of mechanical equipment in the home

The care and repair of furniture and soft furnishings including simple upholstery

Household budgeting and accounts

THIRD YEAR

The work will include:

1 A study of interior decoration and design in the home
A brief history of the English home and its contents
Modern developments in planning and building of homes
Neighbourhood planning for town and country districts
A study of modern furniture and furnishings
Further practice in elementary upholstery, the treatment of old furniture, and the making of soft furnishings of all kinds

2 Management of family finances
Taxes, rates, insurances, public benefits, rents, building societies, fuel costs and economies, cost and purchase of clothes, food, furniture and furnishings; wages and salaries in relation to cost of living; allocation of income

3 Organisation and carrying out of combined work to provide opportunities for further acquisition of skills in housecraft method

A period of residence in practice flats to give experience in real household management and budgeting

Experimental work to show the relationship between methods of work, surfaces treated, cleaning agents and equipment used

Throughout the year, training will be given in the adaptation of the work to the Housecraft syllabus of Secondary schools and to methods of class teaching.

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Cookery

The study of cookery as an art interpreted through the understanding of basic skills and processes, flavouring, decoration and garnishing

The art of catering to provide balanced meals for varying age groups and home circumstances

A study of the history of raw materials and the effect of storage and cooking processes on their nutritive value

Planning the kitchen; the choice and care of equipment

Methods of presentation of cookery as a part of the child's education in secondary modern and grammar schools

Needlework

FIRST YEAR

Equipment and tools: correct use and practice in their use; care and storage of equipment

Materials: kinds, types and weaves; suitability to purpose

(Students will begin their own collection of materials.)

Care and use of sewing machine: practice in control, threading, guiding; the making and choice of articles and garments to give practice in machining; correct tension

Basic stitches as they are needed: tacking, running, hemming, seaming (Students will begin their own collection of teaching equipment on stitches.)

Planning of garments worn together: colour, texture of material and style; their relationship

(Links will be made with the Art syllabus.)

Simple skirt patterns: use of trade patterns; cutting and making up of a skirt in cotton material; simple draft of skirt; processes involved in the making up of the garment

Magyar styles: blouse to "team" with skirt; top of dress, overall, apron; the making up of magyar (few pattern pieces, no sleeves); processes essential to its make up

Simple petticoat or nightdress, from trade or drafted patterns, without elaborate embroidery

The whole year's work will be in the nature of experiment and experience with materials, patterns, threads in order to give students an opportunity of getting familiar with the essentials of their craft.

This will be the prelude to second year work covering all basic processes with a view to getting good standards.

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Needlework (*continued*)

During the course it will be arranged that students see as much as possible of exhibitions of needlework, fashions, mill making materials and fibres, workrooms, etc.

SECOND YEAR

Garment construction: taking of measurements, keeping of records; patterns, trade and drafted; simple changes or adaptations; cutting out, marking; first fittings, checking, altering; permanent stitching, basic stitches; essential processes, *e.g.* seams, openings, edges, fastenings, fullness, setting in of sleeves and collars; pressing and finishing; methods of teaching garment construction

Development of interest in clothes generally: wardrobe planning; accessories; renovations; valeting and repairing; finishing and embroidery; place in garment construction; unsupervised garments to give scope to individual interests; methods of teaching

Household Needlework: marking of linen; household articles, *e.g.* oven cloths, dish cloths, aprons, food covers, tray cloths, soft upholstery; methods of teaching

Students will make a dress (most to trade patterns, some to drafted patterns) which will make the foundation to a complete outfit.

They will wear it with accessories (made and bought) coat, hat, shoes, etc., to show wardrobe planning and link with art, housecraft, hygiene. Here techniques in knitting, embroidery and other branches of needlecraft will be introduced, developing students' own interests, and illustrating links between choice of material, style, occasion and person.

The teaching of the subject will be given attention at all stages.

THIRD YEAR

Design Planning (independent work)

1 Underwear

2 Dressmaking: skirts of a more tailored type; blouses and dresses in more variety; jackets; renovations, remodelling; garments for special occasions

3 Fine needlework on blouses, collars, underwear, etc.; children's and babies' garments

4 Syllabus planning

5 The teaching of the subject in secondary modern and grammar schools

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Art

The course in Art is planned with two objects in view: first, to direct the student's attention to the importance and value of good design in everyday things; second, by discussion and practical work to assist the students to achieve a mature and balanced attitude towards the arts in general.

With these objects in mind, practical work (which is of necessity very limited by the short time available) will in the first year largely take the form of craftwork:

1 in pattern-making and fabric printing

2 in modelling and pottery

The former will be related to two-dimensional design in the home, and examples of fabrics, wallpapers, etc., will be discussed from the points of view both of function and aesthetic quality. Apart from the value of clay as a direct medium for expression, it is intended that modelling and simple pottery may encourage the students to consider three-dimensional form, both as an abstract quality and as related to purpose.

It is expected that these activities will be carried on during their second and third years by many of the students. Opportunity will also be afforded for those students who have a real interest to continue to draw and paint, and a variety of media will be available for them to do so. It is possible also that certain other crafts may be explored; throughout the course time will be devoted to lettering and layout.

Whatever form practical work takes, it is hoped that students will gain from it an insight into artistic activity generally, and will continue to enjoy it as an occupation worth practising for its own sake.

It is intended that students should at all times be able to see their own work against the background of the environment of everyday life.

Science

FIRST YEAR

The course of study for the first year is based upon the building of a house and the services normally provided by the Local Authority.

1 Selection of site; properties of soils; examination of houses during construction; types of building material used; simple experiments to illustrate their properties

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Science (*continued*)

2 Water supply
Cold water supply; ballcock, taps and simple repairs
Hot water system; convection currents
Hardness of water; slight solubility of CO_2 in water
Properties and uses of carbon dioxide; soapless detergents

3 Disposal of waste products
Sewage disposal works; bacteria; lavatory construction; nitrogen content of manures

4 Domestic gas supply
Main products from coal; how coal gas is bought; gas meter; heat units; construction of gas appliances; other fuels used in the home

5 Household electrical supply
Electricity—a form of energy; electrical energy from chemical reactions; dry battery; accumulators; electric bell
Electric units; Ohm's Law; Faraday's experiments as an introduction to alternating currents; simple dynamo; motor; transformer; transmission of electricity; grid system
Household circuit and some details of household appliances

SECOND YEAR

The work in science during the second year is planned to correlate with the domestic subjects which are being studied.

1 Textiles
Fabrics derived from plants and animal sources; synthetic fabrics; properties of fabrics, including relative conductivity of different fabrics; stain removal, dyeing

2 Properties of light; types of electric lamps in the home; reflection; refraction of light; spectrum; colour; colour in the home; study of the eye

3 Food
Simple organic and food chemistry
Food hygiene; the preservation of food; bacteria; sources of infection
A study of the composition of and effect of preparation and cooking on foods in common use

THIRD YEAR

Nutrition
The study of the nutrients and their importance in the planning of meals
A study of the proteins, fats, carbohydrates, vitamins, mineral salts and water in relation to our daily needs, and of their sources in raw and cooked foods

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The Balance of Energy: human energy expenditure and calorific value of foods

Meal planning for the adult and for the child

The practical work includes planning and serving meals for these people.

Assessment is made of menus planned for the Housecraft flats, at different income levels, and for the Housecraft family budgets.

Religious Knowledge

Christianity and the family life

1 The young child in the home

2 The child at school

3 The young adolescent in the community

SECTION V

During the third year of the course extra time is given to the study of Art as applied, in particular, to one of the three main craft subjects taken in the college; the three syllabuses are given below.

Art with Housecraft

Interior Decoration

Design and arrangement of rooms, soft furnishing, weaving (including rug-making), fabric printing, and dyeing

Renovation of furniture and upholstery

Embroidery and weaving of household linens

Pottery, as applicable to table appointments

Flower decoration and plants for interiors

Design and construction of small furniture for display of plants

Plant study and cultivation of suitable plants for display

Pottery, with special emphasis on its use for flower arrangements

Art with Needlework

Historical development of the Art of Dress and Needlecrafts as applied to the home and family life generally

Dress design, with the making of garments for adults and children

Weaving, spinning and dyeing; embroidery for dress accessories, including simple jewellery, bag and glove making

Fabric printing; materials for personal and household use

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Art with Cookery

Culinary Art; service of food and drink

Design and colour as applied to the service of food

Table decoration, designing of menu cards, table laying and artistic arrangement

Lacemaking, weaving and spinning, as applied to table linen

Floral arrangements

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CITY OF LEEDS TRAINING COLLEGE

Integrated Three-Year Course in Science

The first two years of the course will be carried out under the normal regulations of the Institute for the award of the Certificate in Education, students selecting Special and two-year Subsidiary Subjects relevant to the purpose of the course as a whole.

The Special Subject will be *either* General Science *or* Biology

The two-year Subsidiary Subject will be *either* Elementary Science, Mathematics *or* Health Education.

A one-year Subsidiary Subject will be selected from amongst the whole range of such courses available.

During the first two years of the course additional time will be spent in work related to the Special Subject. This work may be purely academic, or may be related to the teaching of the subject, but its chief purpose will be to increase the students' laboratory skill.

During the third year (which will correspond to a continuous Supplementary course and will lead to the award of the Institute's Certificate in General Science) a further study of Physics, Chemistry and Biology will be made, particularly with a view to carrying to a more advanced standard the subjects not taken at the "Special" level in the two-year course, thus providing a wider field of knowledge from which to select suitable material for teaching General Science to boys and girls in Secondary Schools.

Subjects for more intensive study will be selected from the following:

CHEMISTRY

Kinetic theory of gases

Colloids

Properties of electrolytes

Electrode potentials

The inorganic chemistry of carbon, nitrogen, phosphorus, arsenic, bismuth, sulphur, the halogens

More advanced methods of qualitative and volumetric analysis

A fuller treatment of fatty acids, aldehydes, ketones, amines, proteins, carbohydrates

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PHYSICS

Mechanics
Gravitation
Surface Tension
Elasticity
Nature, propagation and production of sound
Interference and diffraction
Polarisation of light
Radiant energy
Photo-electric effect
X-rays
Magnetic properties of materials
Alternating current
Thermionics and simple radio theory

BIOLOGY

Plant and animal physiology

A knowledge of the structure and mode of life of representatives of the following groups, obtained as far as possible through acquaintance with the living creatures, so that the student will acquire skill in field-work and in keeping aquaria and vivaria:
Protozoa, Coelenterates, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echindoermata, Chordata.

A knowledge of the chief plant groups, as follows, obtained as far as possible through field work and through the cultivation of plants in garden and greenhouse:
Spermophyta, Pteridophyta, Bryophyta, Algae, Fungi and Bacteria

Each student will be expected to make an individual study of a topic approved by the College.

TEACHING OF SCIENCE

A detailed study of some aspect of science teaching

The content of science syllabuses; the inclusion of scientific topics which have a special relevance to contemporary life, *e.g.*, synthetic fibres, plastics, detergents, antibiotics and transistors, as well as wider questions such as the significance of nuclear energy in everyday life and some implications of a study of evolution and heredity

Laboratory management; devising apparatus, working in wood, sheet metal, glass, plastics

Visual aids and radio in science teaching; the use of museums, parks and field centres

The science library; choice and use of textbooks

Observation and teaching practice in schools

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ST. JOHN'S COLLEGE, YORK

Integrated Three-Year Course in General Science

Students taking this course will have their work in the first two years arranged to comply with the Institute's regulations for the Certificate in Education.

In addition to Sections I, II and III of the Two Year Course they will in the first two years take Section IV courses in at least one of the four subjects Mathematics, Biology, Chemistry, Physics (see pages 203 and following) and Section V courses in each of the remaining ones (see pages 210 and following).

If successful in gaining the Certificate in Education at the end of the second year, they will proceed in the third year (which leads to the award of the Institute's Certificate in General Science) to study two of these subjects to a higher standard, and in addition attend general courses in English, the Philosophy of Science, Geology and Meteorology.

Integrated Three-Year Course in Rural Science

The work in the first two years of this course will be arranged to comply with the Institute's regulations for the award of the Certificate in Education. At the end of this time the students will be examined in Parts I, II and V of the Rural Science course (page 204) and the Section V courses in Physics and Chemistry (page 210).

The third year's work will lead to the award of the Institute's Certificate in Rural Science. Most of the time will be spent on Gardening and Livestock Keeping, with the consequent opportunity to develop a greater maturity, to widen and deepen knowledge of techniques employed, to improve and add to practical skills and to give particular attention to the problems of teaching rural science in schools.

The work will include a scheme of practical teaching and the presentation of an individual study on an approved topic. The biology course will continue through this year. The students will also attend the general courses listed above for the integrated Science course.

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SECTION V

As specified under Section IV, Science students take Section V courses in each of the subjects Mathematics, Biology, Chemistry, Physics, in which they are not taking a Section IV course. In the third year further study is undertaken in two of these four subjects; this normally involves the extension of one Section IV and one Section V course. Rural Science students take Section V courses in Chemistry and Physics.

All students in addition take general courses in English, History and Philosophy of Science, Geology and Meteorology.

MATHEMATICS

The course, which is taken by Science students only, is designed to illustrate the principles of Mathematics through the problems and needs of Science subjects.

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YORKSHIRE TRAINING COLLEGE OF HOUSECRAFT

SECTION I

Principles of Education

GROWING UP IN ENGLISH SOCIETY

INTRODUCTION

1 How to study

2 Outline of contemporary English Education System and its purposes

CHILDREN AT HOME AND AT SCHOOL

1 Environment of home and neighbourhood

Folkways and mores; family life patterns, family as a community and as an association, child-mother relation; attitudes and interests

2 Child development during the pre-infant school years within the home environment

(a) Raw materials of personality; perception; suggestion and suggestibility; learning processes; play, emotional and social development; speech,; awareness of the self; conflict and adaptation; discipline; fantasy

(b) Babies in institutions

(c) What nursery schools offer

3 Later child development within the primary schools

(a) Adaptation to changed environment; maladjustment; parent-teacher relations; habits; routine; freedom and discipline

(b) Control of environment through growing knowledge and skills; nature of knowledge; learning and forgetting; attention; interests and attitudes; imagination; reasoning; projects and activity methods; extension of environment through books, B.B.C. etc.

(c) Emotional development

(d) Social development

(e) Development of values and judgments

(f) Symbolism, ritual, art forms, play

(g) Compensation for painful deficiencies in self or environment; Child Guidance

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Principles of Education (*continued*)

4 The Contemporary English Primary School

(a) The Nineteenth Century Legacy; good and bad
(b) Before and after the Report on the Primary School, 1931
(c) Study of a particular primary school and its neighbourhood in the light of the needs of children for opportunity for individual and social development

ADOLESCENTS IN HOME, SCHOOL AND THE OUTSIDE WORLD

1 The shape of contemporary English Secondary Education

(a) The Nineteenth Century Legacy; good and bad
(b) Development during the Twentieth Century
  (i) Secondary or Elementary Education: development; curricula; staffing; social and vocational functions of each
  (ii) Secondary Education for all: philosophical and social ideas underlying the change
(c) Selection for Secondary Schools
(d) Comprehensive Schools

2 Adolescent boys and girls (with special reference to girls)

(a) The experience of puberty
(b) Development of social relations
(c) Development of attitudes, interests, values, judgments
(d) Reasoning and criticism; choice
(e) Attitudes to self; self-picture
(f) Expressions of beliefs, feelings and intentions

} Influence upon personality and life within and of the group

3 Adaptation to the changing roles of home and family

4 The role of neighbourhood

5 Adolescents and responsibility

6 Adolescents and schools (with special reference to girls)

(a) Organisation, curricula, ways of learning, discipline, specialisation, examinations, games and clubs
(b) Preparation for life as wage earner, student, parent, citizen
(c) Development of personality, and extension of experience

} Discussed with reference to the needs of adolescents in all types of school, and with special reference to the ways in which Housecraft may meet these needs

7 Adolescents in employment

Vocational guidance; problems of adaptation; status as wage earners; further education; leisure

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SPECIAL TOPICS

All students will give some attention to topics 1 to 11; some may give more than others. The remaining topics will not necessarily be discussed in any one year; other topics may be studied by individual students.

1 Emergence of teaching as a profession; professional ethics
2 Teachers in society
3 Scientific and technical developments and their effect upon the environment
4 Christianity and education in English democracy
5 Further and Adult education; housecraft in such education
6 Family Services
7 Maladjustment; both in schools and the wider society
8 Delinquency
9 Child care and protection
10 Backwardness
11 Historical development of Housecraft and Needlecraft in schools
12 Housing; based on the life of Octavia Hill and with special reference to Leeds
13 Life, work, and times of one important educator
14 Women's Movement in the Nineteenth and Twentieth Century, with special reference to education
15 Films, broadcasting and television: their social significance

Health Education

Common syllabus (page 111)

SECTION II

Practical Teaching

The special techniques and problems of teaching Housecraft in secondary schools and in institutes of further education

The planning of schemes of work in Housecraft and Needlecraft to meet the needs of pupils of different ability and interests

The planning, equipping and care of the Housecraft room

A minimum of sixty full days of teaching practice or its equivalent in various types of schools

A group study of children requiring Housecraft skills

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SECTION III

English

Basic Course

During the first two years much time will be given to exercises designed to develop skill in writing and speaking clearly and to improve students' understanding of what they read. The texts used for this purpose will be chosen with a view, also, to awakening or fostering interest in writing as an art and developing habits of careful study which can yield rewards in understanding and fresh experience.

All students will use:

An anthology of English poetry

A collection of English essays

A collection of modern short stories

A collection of modern plays

Each student will also read at least six novels chosen from a given list and, during the second year, will write a paper on one of them which will usually be read to groups of students. Each student will also make a detailed study of an important poem chosen from her anthology and lead a discussion on it.

In the third year the aims will be to increase the students' knowledge of English literature, to develop some sense of period in literature and to cultivate individual taste. The students, working in groups, will each choose a novel or a long poem for study and also a prose work other than a novel and will write papers on them and discuss them with the group.

SECTION IV

Students take the whole of the Basic course in Housecraft, etc. the Physical Education short course, and one other short course.

Basic Course

COOKERY

The basic principles of cookery and simple dietetics as taught to children; various methods of presentation, including individual assignments, group work, topic work, demonstrations; the planning, cooking and serving of meals; brief history of the sources of raw materials

Management of different types of cookers; gas, electric, solid fuel, pressure cookery

Visits to school canteens to study preparation, and methods of serving meals to school children

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NEEDLECRAFT

Choice and care of all equipment, including fabrics
Making of apparatus for demonstrations and individual teaching, as used in schools
Methods, graded and project work
Making of small hand-sewn and machine-made articles to improve skill and manipulation
Pattern alterations and adaptations
Selection and use of trade patterns
Planning, cutting and construction of simple garments for all age groups
Clothes maintenance and repairs

HOUSECRAFT

The choice, use and care of modern cleaning appliances and agents
The theory and practice of basic principles as applied to the care and cleaning of various surfaces and rooms in the home
The general routine and organisation of work in the home
Personal and household hygiene
The choice, purchase and renting of a home
The heating and lighting of the home
Household repairs
Home nursing
Accounts, the family budget, banking transactions, simple book keeping
Demonstrations and practical work on the basic principles and practices used in the laundering of modern fabrics, garments and articles in frequent use
Care and management of modern laundry equipment
The organisation of the family washing under different conditions
Appropriate visits will be arranged to factories and places of interest that are of value to the students taking the course.
All students will reside in the Housecraft Practice House for approximately two weeks to gain the practical experience of household management.
Throughout the course constant reference will be made to the teaching of Housecraft in the schools and the use and value of assignment work and visual aids.

NUTRITION AND HOUSEHOLD SCIENCE

Everyday and domestic applications to be emphasised throughout, and appropriate visits to be made where possible

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Chemistry (*continued*)

FIRST YEAR

PHYSICS

General: Properties of matter; physical properties of the atmosphere
Heat: effects of heat; thermometers; capacity for heat; latent heat; evaporation; transmission of heat
Electricity and magnetism: theoretical basis; construction and use of domestic apparatus; choice of tariffs

CHEMISTRY

Revision and amplification of basic processes and principles, with special reference to housecraft; properties and uses of common acids, alkalis, salts, gases, fuels
Metals from the domestic viewpoint
Laundry chemistry, including hardness of water and its removal, soaps, synthetic detergents, blues
Origins and simple properties of the common textile fibres
Stain removal; dry cleaning

SECOND YEAR

DIETETICS AND FOOD CHEMISTRY

Historical introduction
Main constituents of food; functions in the diet, results of deficiency and excess, adult daily requirements, sources, availability, inter-relationships, effects of cooking on nutritive value
Factors to be considered in planning adult diet
Analysis of week's diet
Raising agents; bread making
Part played in the diet by breadstuffs, milk, butter, margarine, cheese, eggs, meats, fruits, vegetables
Practical course in food chemistry, based on dietetics

FURTHER HEALTH EDUCATION

A further study of anatomy and physiology, including practical work, linked with the scientific background, and as many visits as possible for purposes of illustration
The course will include teaching method, and will prepare students for taking a leading part in developing Health Education in schools.

ART

Colour: theory of colour; mixing, matching and handling of colour: exercises on tone values and neutral colours; colour schemes or interior decoration
Lettering: proportions and spacing of lettering; the use of lettering stencils and brush lettering

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Mounting: mounting and lettering of needlework specimens for teaching

Posters and Charts

Machine Embroidery: the use of the sewing machine for embroidery

Embroidery: simple embroidery patterns based on background material

Mounting: further practice in mounting and display

Colour Scheme: further excrcises in colour for interior decoration

Short Courses

ART

Students may take the sections appropriate to their Special courses.
Toys and decoration of an imaginative and fantastic nature
small decorative and useful objects suitable for making in schools
Mounting and display of needlework specimens
Design for cake decoration
Further practice in designing charts, posters and specimens for teaching purposes
Study of design and colour in furnishing and interior decoration
Flower arrangements

RELIGIOUS KNOWLEDGE

1 How we got the Bible
2 The content of the Old Testament
3 The Apocrypha
4 The content of the New Testament
5 The history of the Church
6 The Church in the world to-day
7 The Christian life: personal and social problems

ENGLISH LITERATURE

There is an optional course in English for third year students to develop capacity for reading with understanding and discrimination, and to increase knowledge of English Literature. Each student will choose her own field of study and, under guidance from the lecturer, will read relevant texts, biographies and criticism and will write a short thesis showing the result of her work.

As an alternative, if the students so elect, they will follow a course of lectures on some period of English literature or group of authors and read relevant texts and discuss them.

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PHYSICAL EDUCATION

The course is not intended to prepare students to teach Physical Education, but is aimed at improving their own range and standard of movement, to assist positive health and to give enjoyment.

SECTION V

Students take one of the following special courses according to the standard reached in the Housecraft course in Section IV.

Advanced Cookery and Food Technology

COOKERY

Development of craft skill through a wider knowledge of the art of cookery, especially as represented by flavouring, decorating, garnishing and the more advanced processes
Further study of the history of raw materials
Menu making, catering for special functions, luncheons, dinners, buffet meals, service of wines
The planning of kitchens for teaching purposes
Visits to such places of interest as restaurants, food factories

FOOD TECHNOLOGY

Special diets; allergy
World food situation; the food of the nation; catering at low cost
Yeasts, moulds, bacteria
Food preservation, particularly with relation to nutritive value
How health may be affected by food, including parasites; food poisoning
Food legislation; proprietary foods
Amplification of relevant basic work

Dress Subjects with Textile Science

DRESS SUBJECTS

Syllabus planning for children's and adult classes
Teaching equipment
Flat pattern cutting (blocks for various sizes)
Clothes designing and pattern making by adaptation and modelling
Embroidery, constructional and applied, suitable for garments
Experimental work in designing
Planning, fitting and constructing garments in
(a) Dressmaking
(b) Simple tailoring
Clothes maintenance
Field study of students' own choice

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TEXTILE SCIENCE

Classification of fibres according to physical and chemical properties
History and production of raw materials
Comparison of the main textile fibres
Methods of fabric construction
Possible finishing processes with special emphasis on advantages and disadvantages to the consumer
Selection of fabrics for specific purposes; care of fabrics

Home Economics with Applied Science

HOME ECONOMICS

The practical study of the use of new materials
Methods and equipment in use at home and in school
The further practical study of the artistic and utilitarian aspects of home making illustrated by interior decoration, furnishings and accessories
Theoretical work and visits when possible, on house construction and planning, local government and child welfare
The economics of home management

APPLIED SCIENCE

Further study of the materials and processes used in laundrywork and in household cleaning, maintenance and repair
Further study of fuels and their efficiency
Appropriate parts of Food Technology and Textile Science

Combined Course

Not less than two of the following sections:

COOKERY WITH APPLIED SCIENCE

The cookery in this section will include the development of craft skill through a wide knowledge of Household Cookery
Topics and assignment work as applied to different types of schools
Appropriate parts of Food Technology, as under Advanced Cookery

HOME MANAGEMENT WITH APPLIED SCIENCE

Modern development in house planning and construction
Method and routine from the housewife's viewpoint in order that she may partake in the Social and Civic life of the community
The Social Services most useful to the housewife and her family

Craftwork

Selected parts of Applied Science, as under Home Economics

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DRESSMAKING WITH TEXTILE SCIENCE

Syllabus planning for secondary schools
Making teaching aids
Embroidery, constructional and applied, suitable for garments
Pattern alteration
Planning, cutting, fitting and making articles of clothing
Maintenance of clothing
Appropriate parts of Textile Science, as under Dress Subjects

SCIENCE IN HOME AND COMMUNITY

A more detailed study of the following:
History and production of commodities, including foodstuffs and household materials such as leather, woods, glass and pottery, plastics, linoleum, carpets
Household pests: life histories; extermination
Bacteria in relation to Domestic Science
Public services: history, development, present-day organization; water supply; waste disposal, dry refuse and sewage; gas; electricity; modern methods of space and water heating
Welfare services: history, development, modern administration; recent discoveries in medical science
Selected parts of Applied Science, as under Home Economics

ENGLISH

Either

DRAMA THROUGH THE AGES

A selection from the following:

Greek Drama
Origins; mode of production; social importance
Selected texts (in translation) of Æschylus, Sophocles, Euripides, Aristophanes, Menander

Medieval Drama
Origins; mode of production; social importance
Selected texts from the York, Chester and Wakefield cycles; *Everyman*; Marlowe's *Doctor Faustus*

Elizabethan Drama
Development from medieval drama; the theatres; the audience; the way in which the texts have come down to the present day
Selected texts of Marlowe, Dekker, Heywood, Shakespeare, Beaumont and Fletcher, Jonson, Webster

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From the Restoration to Oscar Wilde

Changes in production; beginnings of the modern theatre

Selected texts of Congreve, Vanbrugh, Dryden, Otway, Farquhar, Goldsmith, Sheridan, Ibsen, Chekov, Pinero, Gilbert, H. A. Jones, Wilde

The Modern Theatre

Methods of production and social significance; effect of the cinema

Selected texts of Shaw, Galsworthy, Barrie, Synge, O'Casey, O'Neill, Eliot, Fry, Thornton Wilder

or

POETRY OF THIS CENTURY

Students will first make a brief study, as a background, of some Victorian poets: Tennyson, Browning, Arnold, the Rossettis, Swinburne, Morris, Gerard Manley Hopkins (two or three poems studied in detail).

Single poems by the undermentioned authors will then be chosen for careful study, following which students will choose one poet from each group for wider study, and will finally write their own evaluation of the poets chosen.

Early twentieth century

Bridges, Kipling, Yeats and de la Mare (early poems)

1914-1918 War

Brooke, Owen, Thomas, Sassoon

1918 to the present time

Yeats and de la Mare (later poems), D. H. Lawrence, Eliot, Edith Sitwell, Auden, Spender, Day Lewis, etc.

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SUPPLEMENTARY COURSES

Supplementary Courses are offered within the area of the Institute as specified below; details of those marked with an asterisk are given in the following pages. Further details with regard to all courses may be obtained from the Principals of the Colleges concerned.

Bingley Training College

Mathematics*

Carnegie College

Physical Education
(Details of the syllabus are given on page 102.)

City of Leeds Training College

Divinity*

Handicraft*

Science*

(An integrated Three-Year Course in Science (page 225) is also offered, leading to the award of the Institute's Certificate in Education at the end of the first two years and the Institute's Certificate in General Science at the end of the third year.)

Huddersfield Technical College

Music

Ilkley College of Housecraft

Housecraft*

Needlecraft*

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Leeds College of Art

Art

St. John's College, York

Divinity

Handicraft*

Physical Education*

Rural Science*

Science*

(Integrated Three-Year Courses in Science and Rural Science (page 227) are also offered, leading to the award of the Institute's Certificate in Education at the end of the first two years and the Institute's Certificates in General Science and Rural Science respectively at the end of the third year.)

*At the end of these courses students may take an examination on the result of which are awarded Institute Certificates in General Science, Handicraft, Housecraft, Mathematics, Needlecraft, Physical Education, Religious Education and Rural Science. The syllabuses are given in the following pages.

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CERTIFICATE IN GENERAL SCIENCE

City of Leeds Training College

The course is designed to help students in the organisation and teaching of General Science for boys and girls in Secondary Modern Schools.

The syllabus, which will be varied to meet the needs and interests of individual students, is planned to cover aspects of physical, chemical and biological science. Facilities will be provided for each student to pursue two of these at advanced level, combined with a study of the basic knowledge involved in a third.

Attention will be given to the inclusion in the syllabus of the Secondary Modern School of scientific topics which have a special relevance to contemporary life, *e.g.*, synthetic fibres, plastics, detergents, transistors and antibiotics, as well as wider questions such as the significance of nuclear energy in everyday life and some implications of a study of evolution and heredity.

SYLLABUS

1 The nature and limitations of scientific method

Outline history of science

The impact of science on modern civilisation

2 A study of aspects of Mechanics, Heat, Light, Sound, Electricity and Magnetism at a standard appropriate to students' previous knowledge

Volumetric and qualitative analysis

Fundamental structure of matter; electronic theory and Periodic Table

Simple Physical Chemistry (linked with Physiology)

Chemistry of selected elements, with some reference to recent technological developments

Selected topics in Organic Chemistry, *e.g.*, plastics, dye-stuffs and food-stuffs (linked with Biology)

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Study of local flora and fauna as a basis for a coherent body of biological knowledge

Experimental work on soils, plant physiology (linked with Organic and Physical Chemistry), and the study of selected phyla of plants and animals

3 The planning of syllabuses, including practical work, for boys and girls in different environments

Laboratory organisation and management; the planning and setting up of experiments; construction and maintenance of apparatus: use and maintenance of visual aids and radio: safety in the laboratory

The keeping of aquaria and vivaria

The use of the garden as an outdoor laboratory

The science library: choice and use of text books

St. John's College

Students taking this course should have taken science as their main subject in their initial training course. The Supplementary course is designed to consolidate and extend the range of their knowledge and their competence in teaching science in secondary modern schools.

The three subjects Chemistry, Physics, and Biology, form the main part of their course. The syllabuses in these subjects are given on pages 203 and following. The topics chosen from each syllabus will be made to suit the needs of individual students. The college also provides for these students general courses in English, History and Philosophy of Science, Mathematics, Geology and Meteorology.

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CERTIFICATE IN HANDICRAFT

City of Leeds Training College

The course is designed for qualified men teachers who have reached an appropriate preliminary standard in woodwork and metalwork, or in one of those crafts.

The syllabus includes:
Woodwork
Metalwork
Technical drawing
Art, with some subsidiary craft
Educational principles and methods related to the teaching of handicraft

The scheme of work in woodwork and metalwork will provide a general training appropriate to specialist teaching of handicraft in secondary schools, and will be planned to give scope for students to develop their individual interests and aptitudes within that field.

Consideration will be given to principles of design and the history of art and craft in relation to everyday life. Facilities will be afforded for practical work in such subsidiary crafts as book-binding, weaving and pottery.

St. John's College

The course is intended to provide men who have already taken a two-year advanced course in Craft with the opportunity to develop a more cultivated and mature sensibility as craftsmen, improve their skill in the use of tools and materials and widen and deepen their knowledge of the technique of handicraft teaching.

SYLLABUS

I WOODWORK METALWORK TECHNICAL DRAWING

Each student will be expected to achieve

1 A very high standard in *either* Woodwork *or* Metalwork, a reasonable standard in the other craft, and proficiency in Technical Drawing

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2 An acquaintance with English craftsmanship *either* in Woodwork *or* Metalwork, from ancient times to the present day, especially as exhibited in the York region

3 A well-practised ability to teach all the three subjects mentioned in 1

This element will form the main bulk of the course—seven half-days out of ten on the timetable and the preponderance of work outside the time table.

II ART

Each student will have the opportunity of sufficient experience of the arts and crafts mentioned below to achieve in one of them a good foundation for further study:

Pottery; three-dimensional work in various media; fabric printing

This work, occupying two half-days in the timetable, will provide a freer and more immediately imaginative approach as a complement to the student's specialisation in meticulous craft work.

III BOOKBINDING

Each student will be expected to achieve a fair standard in this craft and be able to offer it as an additional craft in a school.

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CERTIFICATE IN HOUSECRAFT

(Ilkley College of Housecraft)

The course, for teachers qualified and experienced in General Subjects, is intended to help to meet the present exceptional need for Housecraft teachers in secondary modern schools.

GENERAL CONTENT

Much time will be given throughout the course to practical Cookery and Housecraft with underlying Science and Art.

HOUSECRAFT SUBJECTS

The ground covered will be the basic work required for teaching in secondary schools, but students will be encouraged to be adventurous and experimental in their approach.

SCIENCE (including NUTRITION) and ART

These subjects will be closely linked with the Craft subjects week by week throughout the course.

EDUCATION

This will include a particular study of the secondary school and its pupils, with special application to the role of the Housecraft teacher.

TEACHING EXPERIENCE

Visits to a variety of secondary schools will be arranged and provision will be made for an adequate amount of teaching practice.

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CERTIFICATE IN MATHEMATICS

(Bingley Training College)

The course is open to men and women, and is planned, in anticipation of the forthcoming increase in numbers in the secondary school, to enable those with some knowledge of the subject to become teachers of Mathematics in secondary modern schools. It is intended not only for qualified teachers in secondary modern schools but also for those in primary schools who may wish to move into secondary schools.

The course will have, essentially, a professional rather than an academic bias. Applicants need not have taken Mathematics in their two year course but should have a reasonable standard of attainment at G.C.E. level and keen interest in the subject.

SYLLABUS

1 Consideration of the different methods of elementary computation in common use: the problem of the "mathematically illiterate" secondary school pupil: diagnostic and remedial methods of teaching

2 The uses and construction of aids in mathematical teaching: *e.g.*, charts, instruments, models, film strips, films

3 A study of the content of courses and of the learning processes involved at different levels in the secondary modern school

4 Investigation at first hand of material with mathematical interest, as a basis for work in school, *e.g.*, area surveys, school and class visits, visits by trade and craftsmen

5 The relationship of mathematics to other subjects, in and out of the curriculum, *e.g.*, geography, science, astronomy, surveying, statistics, economics, housecraft (with reference to particular aspects such as cookery, dress-making, art)

6 The selection and review of books for secondary modern school use in mathematics; the construction of a text book or series of exercises

7 The "re-viewing" of elementary mathematics, which will be a revision, with extension, of the student's present knowledge of the subject

8 Individual studies following the student's own interests
(a) as a student of mathematics
(b) as a teacher

9 Varied practice in secondary modern schools with the able and the less able children, with opportunities for experimental work

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CERTIFICATE IN NEEDLECRAFT

(Ilkley College of Housecraft)

The course, for teachers qualified and experienced in General Subjects, is intended to meet the need for specialist Needlecraft teachers in secondary schools.

BASIC COURSE

The ground covered will be the basic craft required for teaching Needlework and simple dress-making, and students will be encouraged to be adventurous and experimental in their approach. A short course in Laundrywork will be included. Art will make an important contribution to the course, and some Science, especially that relating to textiles and to the care of clothing, will also be studied.

EDUCATION

This will include a particular study of the secondary school and its pupils, with special application to the role of the Needlework teacher.

TEACHING EXPERIENCE

Provision will be made for visits to and observation in a variety of secondary schools, and at least three weeks' Needlework teaching practice will be arranged.

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CERTIFICATE IN PHYSICAL EDUCATION

(St. John's College)

The course is designed to give a thorough training in Physical Education for teachers wishing to specialise in this aspect of education.

The course has been planned in the conviction that physical education and recreation are of essential value in education. The aim of the course therefore is to promote in the students a proper understanding and appreciation of physical education and to give them the technical knowledge and skill to teach the subject wisely.

Successful completion of the course will qualify students to undertake full charge of physical education in any type of school or other duties as physical education specialists.

Every consideration in tuition and every opportunity for the use of College facilities for physical education is given to students wishing to develop any special abilities or interests they may have.

Facilities available for practical work include a fully equipped gymnasium at the College, the use of a large private gymnasium with special facilities for games, outdoor playing facilities for all the major games, a running track and full athletic equipment, a boat-house on the River Ouse and a swimming bath.

Recreational facilities for such games as fives, badminton, table tennis, squash are plentiful either at the College or at the private gymnasium referred to above. The College Fours compete with other rowing clubs over a wide area and the College Athletics Union runs two or more teams in all the major games. There is opportunity for voluntary participation in archery, fencing and sailing.

Teaching practice is obtained through regular work with classes of boys at the College, observation of lessons at the College and selected schools and short periods of teaching practice in schools.

The course is tested by written examination and assessment in practical performance and teaching.

Arrangements are also made for students to take examinations organised by the governing bodies of the national games and sports organisations, including the following:

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Amateur Swimming Association Teaching Certificates
Royal Life Saving Society Awards
Football Association Refereeing Certificates
Amateur Athletics Association Coaching Awards
Basket Ball Association Refereeing and Coaching Awards
English Folk Dancing Society Awards
St. John Ambulance First Aid Certificates

SYLLABUS

ANATOMY, PHYSIOLOGY AND THEORY OF MOVEMENT

PRINCIPLES AND PRACTICE OF PHYSICAL EDUCATION

A 1 The general principles of physical education, its nature, scope, purposes and place in education

2 (*a*) The principles

(*b*) The teaching technique of the following particular aspects of physical education:

Athletics, boxing, camping, dancing, games, gymnastics and swimming

3 Remedial Exercises in schools

4 The historical background of physical education

B Practical work in athletics, boxing, camping, dancing, games, gymnastics and swimming

C Observation and teaching practice mainly in secondary grammar and secondary modern schools

HEALTH EDUCATION

1 The school as an agency in the promotion of health

2 Health and medical services in schools including first aid

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CERTIFICATE IN RELIGIOUS EDUCATION

(City of Leeds Training College)

SYLLABUS

1 The Biblical conceptions of Time, History and Revelation

2 The Biblical period: the history and religion of the Jews and of the early church

3 The Biblical literature: a general survey of the literature of the Old and New Testaments and of the Apocrypha, together with a more intensive study of set books

4 A study of Christian doctrine

5 An outline of Church history, including a study of religious institutions in Leeds and the surrounding district

6 The Church in the modern world

7 The development of religious ideas and experience in children and young people

8 Methods of Christian instruction in schools, including the conduct of school worship

Facilities will be afforded for students to follow their individual interests. Visits of observation will be made to schools and institutions of various types, and provision will be made for students to gain practical experience in teaching Religious Knowledge.

Provision can also be made for students who wish to include a study of New Testament Greek to receive instruction in this subject.

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CERTIFICATE IN RURAL SCIENCE

(St. John's College)

The Course has been planned in the conviction that an appreciation and understanding of the country side together with a knowledge of rural activities form a sound basis for a general education in rural areas, particularly at the secondary modern level. The aim of the course is therefore to give those who attend it the knowledge and skills required to teach the subject in accordance with this belief. The problems created in recent times by the drift of people from the countryside to the towns, by the loss of pride in rural achievement, and by the virtual disappearance of many rural crafts have not been overlooked. With this awareness every opportunity is taken to consider the part that education might play in recreating a rural community conscious of its opportunities and determined to re-establish all that is best in the rural tradition.

Adequate opportunity is provided for acquiring skill in horticultural and agricultural practices, and in a wide range of livestock keeping. In the choice of subject matter special attention has been given to modern developments in these fields of activity.

Controlled observations are conducted in the garden to form a further link between the experimental work of the laboratory and the practical work with crops and livestock.

Scope for guided individual work is given and students have an opportunity to pursue a personal interest. In this connection it is not essential for applicants to have followed a formal course in Rural Studies or General Science as facilities are available for a student to give special attention to aspects of the subject with which he has little or no acquaintance.

Visits to farms, agricultural institutes and research stations, and other establishments connected with rural life, together with field excursions, take place regularly. The College is especially well situated for these purposes.

The teaching techniques particularly applicable to Rural Science are considered. Short teaching practice periods are arranged to provide immediate opportunities for applying suggestions made during the course.

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SYLLABUS

THE CULTIVATION OF THE LAND

GARDENING

Flower and vegetable gardening; planning a school estate; lawns; hard and soft fruits; the adoption of protected cultivation, chiefly with cloches and cold frames, to bring the main gardening activity within the three terms of the school year

CONTROLLED OBSERVATION

Testing and demonstrating various methods of cultivation and soil improvement

GREENHOUSE

The cultivation in a greenhouse of ornamental and food plants; production of seedlings and cut flowers; soil sterilisation; soilless cultivation to illustrate and amplify the academic study of plant nutrition; greenhouse design and construction

AGRICULTURE

A general consideration of the systems of British agriculture and their historical development with particular reference to the more common crops and the livestock industry

The broader aspects of farm mechanisation and the use of electricity in agriculture

THE SCIENCE OF LAND CULTIVATION

Plant recognition and classification; the physiology and anatomy of the flowering plant; weeds; investigation of problems of pollination and inheritance; soil studies and analysis; the fauna of the soil; the chemistry and physics involved in these studies

PLANT ENEMIES AND FRIENDS

Mammals, insects, fungi, bacteria and viruses; prevention and treatment of plant diseases including the chemistry, action, and use of fungicides and insecticides; biological control

SMALL LIVESTOCK KEEPING

Housing, feeding, breeding, rearing and general management of poultry, rabbits, pigs and goats; the design and construction of livestock appliances; prevention and treatment of diseases

Beekeeping: the internal economy of the hive, the structure and biology of the bee, housing and management; production and care of honey; health of the bees

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THE SCIENCE OF LIVESTOCK KEEPING

The anatomy and physiology of mammals, birds and insects, special attention being paid to the chemistry of food and to animal nutrition; the appropriate chemistry and physics

PREPARATION FOR TEACHING

The establishment and management of a school estate; syllabuses in Rural Studies; Young Farmers' Clubs, farm adoption schemes; organisation of visits and field work; laboratory organisation and management; teaching techniques

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ADVANCED COURSES

One-year full-time courses will begin in October 1958, leading to the various Diplomas mentioned below.

Experienced serving teachers and training college lecturers taking the courses are eligible for secondment at the full rate of Burnham or Pelham scale salary appropriate to them, or for grant, in accordance with the provisions of the Ministry of Education. Details of the grant available for students not seconded on full salary are given in Ministry of Education forms 150 and 150a R.T.C. The course fees of recognised students are normally met by the Ministry of Education.

Information regarding syllabuses, etc., is given in the regulations which follow. Tutorials and lecture-discussions are conducted by members of the staff of the Institute of Education, with the assistance of the staffs of other University departments, member colleges and authorities, and visiting lecturers who have specialist knowledge and experience in appropriate fields. In particular, the Diploma courses in Physical Education and Religious Education are organised in association with Carnegie College of Physical Education and the University Department of Theology respectively.

The Institute also offers, in association with a number of academic Departments in the University, one-year full-time courses of advanced study for training college lecturers; the programmes of individual courses are worked out by consultation with the lecturers concerned. Further information may be obtained from the Secretary of the Institute, The University, Leeds, 2.

DIPLOMA IN PRIMARY EDUCATION

1 Candidates for the Diploma Course must be qualified teachers with normally not less than five years' approved teaching experience, part of which should have been with children under the age of 11 years.

2 The purpose of the course is to provide opportunity for advanced study of the development of young children with special reference to modern educational practice in nursery, infant and junior schools. Considerable emphasis will be placed throughout the course on individual study and tutorial work.

3 The full-time course extends throughout one University session.

4 The part-time course extends throughout two University sessions. Full-time attendance is required for one term. During the other five terms candidates are required to attend on one evening and on Saturday morning in each week. In addition during these terms, a total of twelve days will be spent in visiting schools and other institutions.

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5 **Outline of the Course**

I All students will take a general course, the main emphasis of which will be on the normal development of children and the problems of primary school education. This general course will include:

(a) A survey of the physical, intellectual, social and emotional development of young children

(b) A study of factors influencing physical growth and health

(c) A study of some aspects of educational and social psychology and their bearing on the education of young children

(d) A study of the principles and practice of education in primary schools

(e) Short courses on selected aspects of the education of young children, *e.g.*, methods of observation, difficulties in development, and relationships of children in the family

II Students will take a more detailed course in one, or exceptionally two, of the sections below:

(a) Backwardness in children

(b) Maladjustment in children

(c) Methods of assessing and recording children's development

III Visits to schools and clinics will be arranged in connection with the studies under sections I and II.

IV Students will be expected to give their attention to some special topic and to devote some considerable portion of their time to observations and reading in connection with it.

6 The Diploma will be awarded to candidates who have fulfilled the requirements as to study and who have satisfied the examiners as may be prescribed.

7 The fee for the course, and for any examination which may be held, will be £67 (full-time), and £30 for each session (part-time).

8 Forms of application for registration as a student for the Diploma can be obtained from the Secretary, The Institute of Education, The University, Leeds 2, and should be completed and returned not later than 31st January of the year in which the course begins.

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DIPLOMA IN SECONDARY EDUCATION

1 Candidates for the Diploma must be qualified teachers with normally not less than five years' teaching experience before entry to the course.

2 The course may be (a) full-time, extending throughout one University session, or (b) part-time, extending throughout two University sessions.

3 In the part-time course, full-time attendance is required for one term. During the other five terms candidates are required to attend on one evening and on Saturday morning in each week. In addition, during these terms, a total of twelve days will be spent in visiting schools and other institutions.

4 The syllabus for the course will comprise the following:

I Secondary Education in England: the Pupil and the School

Particular attention will be paid to the following topics:

(a) the historical background and the evolution of the idea of secondary education for all

(b) physical, mental and emotional development in adolescence

(c) English secondary education in relation to

(i) secondary education in certain other countries, and

(ii) primary and adult education in England

(d) the sociological setting of education

II The Development of Thought about Education

Work will include:

(a) a survey of some aspects of general philosophical and religious thought

(b) a consideration of the works of some great educational thinkers

(c) an introduction to some current psychological concepts

III Techniques of Teaching

Practice, observation and discussion of teaching methods will be associated with a study of three inter-related functions of education: expression, instruction and experience.

5 The Diploma will be awarded to candidates who have fulfilled the requirements as to study and who have satisfied the examiners as may be prescribed.

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6 The fee for the course (including examination fee) will be £67 (full-time) and £30 for each session (part-time).

7 Forms of application for registration as a student for the Diploma may be obtained from the Secretary, The Institute of Education, The University, Leeds 2, to whom they should be returned not later than 31st January of the year in which the course begins.

DIPLOMA IN THE EDUCATION OF BACKWARD CHILDREN

1 Candidates for the Diploma Course must be qualified teachers normally having not less than five years' approved teaching experience.

2 The purpose of the course is to provide opportunity for advanced study of children's development (with special reference to backward children), of the causes and diagnosis of backwardness, and of the principles and practice of education. The course will have particular regard to the teaching of backward children—both educationally retarded and dull—in ordinary schools.

3 The full-time course extends throughout one University session.

4 The part-time course extends throughout two University sessions. Full-time attendance is required for one term. During the other five terms candidates are required to attend on one evening and on two mornings (one of which will be Saturday morning) in each week. In addition during these terms, a total of 5 days will be spent in visiting schools and other institutions, and students may be required to attend on not more than two other evenings in any one term. There will be one residential week-end (Friday evening to Sunday afternoon) in each year of the course.

5 **Outline of the Course**

The course will make considerable use of seminars and group-study in addition to lecture-discussions and tutorials.

Individual studies will be made by each member of the course, and regular and sustained contact with children, both as individuals and in groups, will be maintained throughout the period. Some work will be done in a special school. Throughout the course students will have the opportunity of observing and teaching backward children on one half-day a week—normally in the Institute's Children's Centre.

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I The principles and practice of education, with special reference to backward children

II The development of personality, including:
- (a) A study of the physical, intellectual, emotional and social development of children
- (b) The child in relation to his social background
- (c) Problems of development (normal and abnormal)
- (d) Child-teacher relationships (individual and group)

III Psychology of the learning process
- (a) The derivation of teaching methods from theories of learning
- (b) An experimental and experiential study of teaching methods appropriate to the education of backward children at various stages of development

IV Diagnostic and remedial material
- (a) Diagnostic and attainment tests and tests of general mental ability; their nature and use
- (b) Remedial material

V Social and educational services: *e.g.*, Play Centres, Youth Services, Adoption, Children's Homes, Children's Committees, Child Guidance Clinics, Juvenile Courts, Probation Services, Approved Schools, Special Schools, etc.

6 The Diploma will be awarded to candidates who have fulfilled the requirements as to study and who have satisfied the examiners as may be prescribed.

7 The fee for the course and for any examination which may be held will be £67 (full-time) and £30 for each session (part-time).

8 Forms of application for registration as a student for the Diploma can be obtained from the Secretary, The Institute of Education, The University, Leeds 2, and should be completed and returned not later than 31st January of the year in which the course begins.

DIPLOMA IN PHYSICAL EDUCATION

1 Candidates for the Diploma course must be qualified men teachers. The normal qualifications for admission will be (i) five years of approved teaching experience, and (ii) previous training as a specialist in Physical Education. (Evidence of special interests and ability in this field will be required if a candidate offers alternative qualifications.)

2 The course extends throughout one University session.

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3 The syllabus for the course will comprise the following:

I The philosophy and practice of education

II A study of child growth and certain environmental factors in relation to physical activity

III Tests and measurements in physical education

IV The history, principles and technique of physical education

V Either (a) A further study of the physiology of muscular exercise

or (b) A special study of an approved topic determined by the student's interests and aptitudes

VI An introduction to psychological problems related to physical activities and education

VII Visits and practical work in accordance with the individual student's age, interests and needs

NOTE Supplementary studies, *e.g.*, in anatomy and physiology, may be required of students who, during previous training, have not reached a standard regarded as adequate for the Diploma course.

4 The Diploma will be awarded to candidates who have fulfilled the requirements as to study and who have satisfied the examiners as may be prescribed.

5 The fee for the course (including examination fee) will be £92.

6 Forms of application for registration as a student for the Diploma may be obtained from the Secretary, The Institute of Education, The University, Leeds 2, to whom they should be returned not later than 31st January of the year in which the course begins.

DIPLOMA IN RELIGIOUS EDUCATION

1 Candidates for the Diploma in Religious Education must normally be qualified teachers with not less than five years' approved teaching experience.

2 The full-time course extends throughout one University session.

3 The part-time course extends throughout three University sessions. During the first two sessions candidates are required to attend on one evening a week and on Saturday mornings. During the third session there are no set lectures, but candidates are required to attend for tutorials at least once a term.

4 The syllabus will include the following:

I (conducted by the University Department of Theology)

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Religious Education

(a) Old Testament

A survey of the history, religion and literature of Israel from the earliest times to the beginning of the Christian era, with selected portions for exegesis from Deuteronomy, and Isaiah, chapters 40 to 66

(b) New Testament

The Gospels, Acts, Epistles, Revelation, with selected portions for exegesis from St. Mark and Acts.

(c) Church History up to the present day

(d) Christian Doctrine

The Christian Doctrine of God, Man, the Person and Work of Christ, the Spirit, the Church (Word and Sacraments) and the Last Things

II (conducted by the Institute of Education assisted by members of other University Departments, member colleges and authorities, and visiting lecturers with specialist knowledge and experience)

(a) The history, philosophy and aims of religious education

(b) The place of religious education in the life of the school and the relationship of religious instruction to other school subjects

(c) School worship

(d) The development of religious experience in children and adolescents

(e) Syllabuses of Religious Instruction

(f) The principles and methods underlying religious education, with special reference to the need for communicating basic religious ideas and experiences to children and adolescents at various stages of development

5 The Diploma will be awarded to candidates who have fulfilled the requirements as to study and who have satisfied the examiners as may be prescribed.

6 The fee for the course and examinations will be £67 (full-time) and £15 for each session (part-time)

7 Forms of application for registration as a student for the Diploma may be obtained from the Secretary, The Insistitute of of Education, The University, Leeds, 2, to whom they should be returned not later than 31st January.

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SHORTER COURSES

FOR SERVING TEACHERS

Besides the Advanced Courses about which information has been given in the previous section, the Institute organises lectures, courses, and conferences for serving teachers and educationists throughout the area, which may be classified as follows:

I Single lectures

II Courses not leading to a named qualification*

III Week-end courses or conferences

In addition, the Institute assists in the arrangements for certain courses included in the sessional programme of other educational bodies, organisations and authorities.

A list of lectures, courses and conferences proposed for the 1958-59 session was published in June; copies, together with details of individual lectures, courses, etc., may be obtained from the Secretary of the Institute, The University, Leeds 2; remittances should be made payable to the University of Leeds.

*These courses may range from, say, six meetings dealing with a specialist subject, to thirty-two meetings spread over the whole of a session for the benefit of those who wish to study education at a greater depth than is allowed by a course which is limited to one term only. In the session 1958-59 one-year or two-term courses will be provided in science in the secondary modern school, junior school education, the education of backward children, and (in association with the Department of Adult Education) the development of America and Russia in the modern world.

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LIBRARY

The Institute of Education Library is housed in Emmanuel Institute, on the other side of Hillary Place from the headquarters of the Institute. Teachers and students are invited to make use of the Library in person and by post; it contains nearly 17,000 volumes and pamphlets and is constantly expanding. Enquiries should be addressed to The Librarian-in-Charge, The Institute of Education, The University, Leeds 2.

Regulations

1 Hours of Opening

The Library is open on Monday to Friday from 9 a.m. to 7 p.m. (9—5 in July, August and September), and on Saturday, from 9 a.m. to 12-30 p.m.

It is closed from December 24th to 30th inclusive; from Good Friday to Easter Tuesday inclusive; on Whit Monday and Tuesday; on August Bank Holiday Monday and Tuesday; and at such other periods as may from time to time be decided.

2 Admission

(a) The following are entitled to use the Library subject to such regulations as may be in force from time to time:

(i) Members of the Board of the Institute, the Professional Committee and such other Committees, Sub-Committes, Panels and Boards of Studies of the Institute as may be appointed from time time;

(ii) The Academic Staff of the University and of the Member Institutions, both constituent and associate, of the Institute;

(iii) Registered students of the University and of Member Institutions of the Institute;

(iv) Senior members of the staffs of Local Education Authorities within the area of the Institute.

(b) Teachers, research workers in education, and others whose work or interests bring them into contact with educational matters, may make written application to the Librarian, Institute of Education, The University, Leeds 2, to be allowed to use the Library.

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3 Discipline

(a) Silence shall be observed in the Library.

(b) Smoking in any part of the Library is forbidden.

(c) All books taken out of, and returned to, the Library, must be handed to a member of the Library Staff for checking.

(d) No reader shall write in or otherwise mark books belonging to the Library; and any damage to or loss of, books shall be made good to the satisfaction of the Librarian.

(e) The Librarian has power to suspend the Library privileges of any person who infringes the regulations and shall report any such suspension to the Library Committee.

4 Borrowing in General

(a) No book shall be removed from the Library until it has been issued by a member of the Library Staff. After it has been issued it may not be returned to the shelves until it has been checked by the Staff. Readers are responsible for books issued on their tickets and the Librarian may, at his discretion, refuse to lend books to a reader claiming the right to borrow on behalf of another reader.

(b) All books may normally be borrowed, with the exception of works of reference, books of special value or rarity, and current numbers of periodicals, which may not be removed from the Library without the authority of the Librarian.

(c) Books may not be taken abroad without the special permission of the Librarian.

(d) No person shall borrow books from the Library if they have in their possession any books which they have kept beyond the time allowed by the regulations, or if any fine or charge which they have incurred has not been paid.

(e) The Librarian may withhold or restrict the circulation of any book in the Library.

(f) The Librarian is permitted to grant special facilities during a limited time to any person entitled to the use of the Library.

(g) The number of books which a reader may have at one time borrowed from the Library shall not exceed four; though the Librarian may, at his discretion, increase this number in cases where extra books are urgently required for research work, etc. A book shall be returned to the Library on or before the date shown on the date label, though it may be renewed for one further period, *upon application*, unless it is required by another person. Applica-

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tion for renewal may be made personally or by post. *A book is normally loaned for one month*, but it is subject to recall after fourteen days if it is urgently required.

(h) In certain cases (*e.g.*, for vacation reading, research work, etc.) a book may be issued for a longer period at the discretion of the Librarian, subject to the conditions regarding recall laid down in sub-paragraph 4(g) above.

(i) Except in cases of recall, which are referred to below, a fine of 6d. will be charged in respect of each week or portion of a week by which the return of a book is overdue. A reader will be notified on the first day on which the fine is incurred, but non-receipt of this notification will not excuse payment of the fine. If a book is recalled after fourteen days and is not returned, a fine of 6d, per day will be charged from the fifth day after notification has been sent to the reader concerned.

5 Postal Borrowing

(a) Readers who both reside and work beyond the Leeds City boundary shall be entitled to borrow books by post. The books will be posted direct to the reader if they are available, or forwarded as soon as they become available. The receipt form enclosed with the books must be signed and returned to the Library immediately. Any damage to books in transit should be notified to the Librarian without delay, otherwise the reader may be held responsible.

(b) The Library will pay the cost of postage in sending books to a reader but the return postage will be paid by the reader.

(c) Members will be held responsible for seeing that books posted to the Library are securely packed. At least two layers of strong wrapping paper, and with particularly bulky parcels additional packing material, should be used. The Librarian-in-charge may, at his discretion, withhold the postal facilities from any member who fails to take reasonable care in packing books for return by post.

(d) *Any reader, whether entitled to receive books by post or not, may return a book by post to the Library at his own expense.*

6 Reservation of Books

A book which is on loan may be reserved on application to the Librarian. It will be forwarded to a postal reader as soon

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as it is available. A personal reader will be notified that the book is available and the book will be retained for three days. If it has not been collected by that time it will be returned to the shelves or issued to another reader.

7 Inter-Library Loans

Books borrowed from other libraries are subject in each case to the conditions imposed by the lending library. In applying for books readers must indicate whether they require them for home reading. Readers will be responsible for paying return postage on all books borrowed from other libraries.

RESEARCH

A Senior Research Fellowship was established by the Institute in 1949. Dr. F. M. Earle (1949-51) investigated problems of transition from School to Training College and University. An article summarising certain of the findings of this research appeared in the number of the *British Journal of Educational Studies* published in May 1953. Miss Marjorie L. Hourd (1951-53) author of *The Education of the Poetic Spirit* and *Some Emotional Aspects of Learning*, investigated the relationship between teachers' attitudes and methods and their own creative responses, particularly in original composition, and the effect of this upon the development of the children they teach. Mr. N. G. Long, M.A., A.R.A.M. (1954-56), investigated the approach to the teaching of music in English education (grammar school, university and conservatoire). He was succeeded in September 1956 by Miss Seonaid Robertson, D.A., A.T.D., formerly senior lecturer in Art at Bretton Hall, who considered the function of art and craft in the lives of adolescents, with particular reference to certain forms of painting and modelling which persistently recur in work done by them. The Senior Research Fellow for 1958-60 is Mrs. Marjorie Grene M.A., Ph.D., who is studying the philosophical pre-suppositions contained in text-books used in teaching Biology in schools.

A second Research Fellowship was instituted in 1951. Mr. A. E. Maxwell, M.A., B.Sc., B.Ed. (1951-52), conducted an investigation into students' progress in the University Medical School, with particular reference to the value of the first medical examination for predicting success in the whole course; he also prepared an Intelligence Test for entrants to Training Colleges. Miss Audrey Martin, A.R.C.A. (1952-53), a member of the staff of the University Department of Education, investigated the influences which affect the growth of visual taste. Miss Seonaid Robertson held the

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second Research Fellowship during 1953-54 when she made a preliminary study of the problems which she is now investigating as Senior Research Fellow. Miss M. D. Meek, M.A., (1954-55) studied problems of verbal comprehension, and Emeritus Professor J. W. Harvey, M.A., (1955-56) certain aspects of the work of Approved Schools. During the session 1956-57 Mrs. D. M. Silberston, B.A., investigated problems of further education with specific reference to the curricula of Day Continuation Schools.

Since 1950-51 the Institute has set aside money for the award of grants to help educationists throughout the area in investigations or researches whether in this country or abroad. Grants of up to £50 have been made to members of the staffs of Colleges and University Departments and to serving teachers in the region.

The Institute has also co-operated with other bodies from time to time in research on specific questions; *e.g.*, with the National Association of Girls' Clubs and Mixed Clubs on the training and subsequent careers of youth leaders, and with the Institute of Christian Education on the extent to which Religious Instruction is retained by school leavers.

PUBLICATIONS

Besides this Handbook, the Institute issues two periodical publications, (i) its *Bulletin* and (ii) *Researches and Studies*. The *Bulletin* appears once a term, the annual charge for the three numbers being 1s. 6d. post free from the beginning of the session 1958-59 (1s. for students). It contains news of the Institute and its constituent members, book reviews, and short articles of general interest about educational work in the area. *Researches and Studies* is a periodical principally devoted to longer essays and articles of general and regional educational interest. The field is a broad one ranging from analyses of contemporary problems in education to accounts of experimental work in the schools and investigations and research carried out by teachers and members of the staffs of the Colleges and the University. It appears in January and in June each year. The subscription for the year 1959 is 9s. 6d.

A general annual subscription to *Researches and Studies*, the *Bulletin*, the *Annual Report*, and other (leaflet) publications of the Institute is available for the sum of 12s. 6d. from 1959 onwards.

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PREMISES

The headquarters of the Institute are on either side of the west end of Hillary Place, in No. 1 Cavendish Road and the Emmanuel Institute. The main administrative offices are in No. 1 Cavendish Road; the Emmanuel building houses the Library on the first floor, tutorial and laboratory accommodation being available on the ground floor.

An annexe of the Institute was opened in 1952 at No. 26 Blenheim Terrace, at the other side of Woodhouse Lane from the Parkinson Building, as part of a scheme approved by the University Council for the establishment of a Children's Centre by the Institute to provide, amongst other things, opportunities for the observation and study of children over a wider age-range and in more varied circumstances than is possible in schools alone. A nursery group was established in 1954, this activity being linked up with the work in the course leading to the Diploma in Primary Education and with research in other departments of the University. Remedial work and play centre activities have been carried on since the autumn of 1952, much of the remedial work being related to the course leading to the Diploma in the Education of Backward Children (page 253). During four sessions a week the teachers in this course work with small groups of children who are sent from neighbouring schools by arrangement with the local education authority as being in need of special educational treatment. A play centre is also held once a week for these children, and a second play centre evening for other children is provided by the City of Leeds Training College.

The telephone number of the Children's Centre is Leeds 33578. The other offices of the Institute are connected with the University switchboard, Leeds 31751.

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THE UNIVERSITY MUSEUM OF THE HISTORY OF EDUCATION

This was established in 1950. It is administered by the University Department of Education, but it owes much to the interest and helpfulness of the Institute of Education and to the members of the training colleges of the area. It is open to staff and students of the University and member colleges, to serving teachers in the area, and to members of the public who are seriously interested in education.

The present premises of the Museum are at 23 Cavendish Road, and it is open there every morning in term and at other times by appointment. Parties of serving teachers or of children in local schools are particularly welcome as visitors. Arrangements can be made to show them round the collections if those organising visits will telephone beforehand to the Lecturer in Charge of the Collections (home, Leeds 638207; University extension 231), or to the Secretary of the Department (extension 29) or the Institute (extension 355).

The Museum collections are constantly growing, and those in charge of it will be very grateful to have offers of further contributions to it. It needs particularly printed and MS. material of all kinds bearing on the history of education in this country, especially, of course, in the three Ridings, and further specimens of children's work executed in Yorkshire schools. It will be very happy to extend its collections of ancient completed exercise books, and of "samplers" and similar examples of craft work. Offers of help should be addressed to:

The Lecturer-in-Charge,

The University Museum of the History of Education,

23 Cavendish Road,

Leeds, 2

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INDEX

Adult Education and Extra-Mural Studies, University Department of: general information, 77; list of staff, 78.
Aesthetic Studies: syllabuses of courses at North Riding Training College, 180
Anatomy and Physiology: syllabuses of courses at Carnegie College, 102
Apparatus making, syllabuses in: Bingley, 119, 128
Art Subjects (*or* Art and Crafts):
Board of Studies, 37
External Examiners, 44
Syllabuses: common, 112, 114; Bingley, 118, 127; Bretton Hall, 134; Ilkley, 220, 223; City of Leeds, 107 (one year course), *see* common syllabus for two year courses, Supplementary course, 244; McMillan, 164, 169 North Riding, 176; Ripon, 190; St. John's, 196, 197, 207, 244 (Supplementary course); Y.T.C.H., 235

Backward Children, Diploma in the Education of: regulations, 258; External Examiner, 46
Bingley Training College:
general information, 50; list of staff, 51; Institute representative on governing body, 47; syllabuses: two year courses, 115; Supplementary course, 247
Biology, syllabuses in: Bingley, 125; City of Leeds, 151, 226; North Riding, 177, 180; Ripon, 186; St. John's, 203, 210
Board of the Institute: constitution, 16; powers, 17; membership, 30
Boards of Studies: membership, 35 and following
Bookbinding *or* Bookcrafts, syllabuses in: Bingley, 119, 127; McMillan, 165; North Riding, 176; Ripon, 191; St. John's, 198, 207, 245 (Supplementary course)
Bradford, City of: general information, 88
Bretton Hall:
general information, 52; list of staff, 53; Institute representative on governing body, 47; syllabuses, 100 (one year courses) and 131 (two year courses)

Carnegie College of Physical Education:
general information, 54; list of staff, 55; syllabuses, 102; Board of Studies 42; External Examiners, 46
Chemistry, syllabuses in: City of Leeds, 152, 225; St. John's, 204, 210 Y.T.C.H., 234
Children's Centre: general information, 268; Committee, 33
Consultative Committee on Secondary Education: 34
Cookery, syllabuses in: Ilkley, 219; Y.T.C.H., 232, 236, 237
Crafts: *see* particular crafts, *e.g.*, Bookbinding, or under Art

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Dance, National: syllabus of Bingley course, 129
Dewsbury, County Borough of: general information, 88
Diploma courses: *see* under individual titles, e.g., Primary Education
Divinity: St. John's general course syllabus, 210; Supplementary courses at City of Leeds and St. John's, 240 and 241; *see also* Religious Education *and* Religious Knowledge.
Domestic Subjects: Board of Studies, 41; External Examiners, 45
Drama: Board of Studies, 42; External Examiners, 45; Bretton Hall courses, 136, 138; *see also* Speech and Drama

Education (*see also* Health Education *and* Physical Education):
Board of Studies, 35
External Examiners, 44
Syllabuses: University Department of Education, 98; Bingley, 115; Bretton Hall, 100 (one year course) and 131 (two year course); Carnegie College, 102; Huddersfield,105; Ilkley, 212; City of Leeds, 107 (one year course), 139, 144; Leeds College of Art, 108; McMillan, 161; North Riding, 172; Ripon, 181; St. John's, 195; Y.T.C.H., 229
Education, University Department of: general information, 48, list of staff, 49; outline of course, 98
Embroidery, syllabuses in: Bingley, 118; McMillan, 165; Ripon, 191
English:
Board of Studies, 38
External Examiners, 44
Syllabuses: Bingley, 117, 120; Bretton Hall, 100 and 101 (one year course), 132 (two year course); Ilkley, 214; City of Leeds, 107 (one year course), 141, 144 (two year course); McMillan, 162, 166; North Riding, 174, 177; Ripon, 182, 183; St. John's, 197, 199; Y.T.C.H., 232, 235, 238
Environmental Studies:
Board of Studies, 38
External Examiner, 45
Syllabuses: McMillan, 170; North Riding, 180
Examiners, External: 44 and following
Executive Committee: 31
Extra-Mural Studies, University Department of Adult Education and: *see* Adult Education

Fabric Printing, syllabuses in: Bingley, 119, 127; McMillan, 165

Games, syllabuses: Bingley, 128; Bretton Hall, 138
Gardening, syllabuses: Bingley, 126; St. John's, 211
Geography:
Board of Studies, 39
External Examiner, 45
Syllabuses: Bingley, 121, 128; City of Leeds, 147, 156; McMillan, 166; North Riding, 178, 180; Ripon, 183, 192; St. John's, 200, 208

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Halifax, County Borough of: general information, 89

Handicraft:
One year course at City of Leeds: general information, 107; Board of Studies, 43; External Examiner, 46
Supplementary course (City of Leeds *and* St. John's), 244
See also Metalwork, Woodwork, etc.

Health Education:
Section of Education Board of Studies, 35
External Examiner, 44
Syllabuses: common, 111; Bingley, 116; Bretton Hall, 132; Carnegie College, 103; Ilkley, 214; City of Leeds, 156; McMillan, 161; St. John's, 196; Y.T.C.H., 234

History:
Board of Studies, 39
External Examiner, 45
Syllabuses: Bingley, 122, 128; City of Leeds, 148, 156; Ripon, 184, 192; St. John's 200, 208,

Housecraft, syllabsues in: Ilkley, 216, 246 (Supplementary course); Y.T.C.H., 233

Huddersfield, County Borough of: general information, 90

Huddersfield Training College:
general information, 56; list of staff, 57; Institute representative on governing body, 47; outline of course, 105; Board of Studies, 42; External Examiner, 46

Ilkley College of Housecraft:
general information, 58; list of staff, 59; Institute representative on governing body, 47; syllabuses, 212, 246 and 248 (Supplementary courses)

Lectures and Courses Committee: 33

Leeds, City of: general information, 92

Leeds College of Art:
general information, 64; list of staff, 65; outline of course, 108; Board of Studies, 43; External Examiner, 46; Institute representative on governing body, 47

Leeds Training College, City of:
general information, 60; list of staff, 62; syllabuses: one year course for handicraft teachers, 107; two year courses, 139; three year course in Science, 225; Supplementary courses, 242, 244, 251

Lettering, syllabuses in: Bingley, 127

Library, Institute: general information and regulations, 263; Committee, 34

Margaret McMillan Training College:
general information, 66; list of staff, 67; Institute representative on governing body, 47; syllabuses 161

Mathematics:
Board of Studies, 39
External Examiner, 45
Syllabuses: common, 113, 114; Bingley, 123, 128, 247 (Supplementary course); City of Leeds, 157; Ripon, 192; St. John's, 208.

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Metalwork, syllabuses in: St. John's, 197, 244 (Supplementary course)

Museum of the History of Education: 269

Music:
Board of Studies, 40

External Examiner, 45
Syllabuses: Bingley, 123, 129; Bretton Hall, 101 (one year course), 135 (two year course); City of Leeds, 149, 157; McMillan, 167, 170; North Riding, 179; Ripon, 184, 192; St. John's, 196, 200, 209

Nature Study, syllabuses in: McMillan, 167, 170; Ripon 193

Needlecraft and Needlework, syllabuses in: Bingley, 118, 127; Ilkley, 219, 248 (Supplementary course); McMillan, 165; Ripon, 191; Y.T.C.H., 233, 238

North Riding, County Council of the: general information, 93

North Riding Training College:
general information 68; list of staff, 69; Institute representative on governing body, 47; syllabuses, 172

Padiatrics and Child Health, University Department of: general information, 80

Physical Education:
Section of Education Board of Studies, 35
External Examiners, 44
Diploma course: regulations, 259; External Examiner, 46
Supplementary courses: Carnegie, 102; St. John's, 249
Syllabuses: Bingley, 116, 124; Bretton Hall, 100 (one year course), 132 (two year course); Carnegie, 103; City of Leeds, 139, 149 158; McMillan, 161; North Riding, 172; Ripon, 182; St. John's, 196, 201, 209, 249 (Supplementary course); *see also* Games

Physical Education, University Department of: general information and list of staff, 81

Physics, syllabuses in: City of Leeds, 152, 226; St. John's, 204, 211; Y.T.C.H., 234

Pottery, syllabuses in: Bingley, 119, 127; McMillan, 165; North Riding, 177; Ripon, 190; St. John's, 199, 207

Primary Education, Diploma in: regulations, 255; External Examiner, 46

Primary School Work: syllabus of course at St. John's, 196

Printing: syllabuses of courses at St. John's, 199

Professional Committee: constitution, 17; powers, 18; membership, 32
Psychiatry, University Department of: general information, 82; list of staff, 83
Psychology, University Department of: general information, 84; list of staff, 85
Puppetry, syllabuses in: Bingley, 119, 127; McMillan, 165

Religious Education, Diploma in: regulations, 260; External Examiner, 46

Religious Education, syllabuses in: Bretton Hall, 138; McMillan, 169, 171; North Riding, 173, 179; Supplementary course (City of Leeds) 251; *see also* Divinity *and* Religious Knowledge

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Religious Knowledge:
Board of Studies, 40
External Examiner, 45
Syllabuses: Bingley, 125, 129; Bretton Hall, 137; Ilkley, 223; City of Leeds, 141, 150, 158; Ripon, 185, 193; St. John's, 202, 210; Y.T.C.H., 235; *see also* Divinity *and* Religious Education

Research:
Fellows, 28, 29
Grants, 267
Researches and Studies, 267

Ripon Training College:
general information, 70; list of staff, 71; Institute representative on governing body, 47; syllabuses, 181

Rural Studies, syllabuses in: City of Leeds, 153; Ripon, 188; St. John's, 204 and 227 (Rural Science) and 252 (Supplementary course)

Science Subjects:
Board of Studies, 40
External Examiners, 45
Supplementary courses: General Science (City of Leeds and St. John's), 242; Rural Science (St. John's), 252
Three year courses: City of Leeds, 225; St. John's 227
Syllabuses: Bingley, 125, 130; Ilkley, 221; City of Leeds, 151, 158; McMillan, 167, 170; North Riding, 177; Ripon, 186, 193; St. John's, 203, 210, 227; Y.T.C.H., 233, 238; *see also* individual subjects, e.g., Biology

Secondary Education:
Diploma course; regulations, 257; External Examiner, 46
Consultative Committee: 34

Social Studies:
Board of Studies, 41
External Examiner, 45
Syllabuses: City of Leeds, 159; St. John's, 206

Speech and Drama, syllabuses in: Bingley, 130; McMillan, 171; *see also* English syllabuses of various colleges

University Departments: see under the names of individual departments

Visiting Lecturers: 29

Wakefield, City of: general information, 94

Weaving, syllabuses in: Bingley, 119, 128; Ripon, 192

West Riding, County Council of the: general information, 95

Woodwork, syllabuses in: McMillan, 165; North Riding, 177; Ripon, 191; St. John's, 197, 207, 244 (Supplementary course)

Woolley Hall: general information, 86; Institute representatives on governing body, 47

York, City of: general information, 96

York, St. John's College:
general information, 72; list of staff, 73; Institute representative on governing body, 47; syllabuses: two year courses, 195; three year courses, 227; Supplementary courses, 243, 244, 249, 252

Yorkshire Training College of Housecraft:
general information, 75; list of staff, 76; Institute representative on governing body, 47; syllabuses, 229

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